The AMERICAN SHORTHAND TEACHER

A Magazine for Teachers of Shorthand
and Other Commercial Subjects

Issued by The Gregg Publishing Company, 631 South Wabash Ave., Chicago, Ill.

BOSTON OFFICE: - - - - - - - 80 Boylston St., Boston, Mass.
NEW YORK OFFICE: - - - - - 285 Fifth Ave., New York City
SAN FRANCISCO OFFICE: - Phelan Bldg., San Francisco, Calif.
EUROPEAN OFFICE: - - - 7 Garrick St., London, W. C. 2. Eng.
AUSTRALIAN OFFICE: - - Bridge Street, Albion, Brisbane; Philip C. Baines, Agent
NEW ZEALAND OFFICE: Gregg Shorthand College, Christchurch; J. Wyn Irwin, Agent

Subscription rates: One Dollar, the year. Ten Cents, the copy.

Copyright, 1922, by The Gregg Publishing Company.

Vol. III DECEMBER, 1922 No. 4

College Entrance Credits in Related Commercial Subjects

By Dr. Cheesman A. Herrick

President of Girard College, Philadelphia, Pennsylvania

IT will, I believe, generally be conceded that secondary education should be organized and administered so as to accomplish at least three things: First, a satisfactory adjustment to schools which are below and to those which are above the secondary schools; second, a satisfactory adjustment of the instruction in secondary schools to the capacity of the students who are in attendance on these schools; and third, a satisfactory adjustment of these schools to the social needs of the communities which they serve.

Those who have studied secondary education are, I think, prepared to agree that the attempt to adjust the secondary schools to the school which is above them, has had an undue influence in the development of secondary education. The idea of education as a pyramid which all the way down takes its shape and proportions from the stone which is at the apex, fairly answers to the influence of the higher institutions in the field of secondary and elementary education. We may well take the position that the third of the purposes above suggested should be not less determining on

Aims and Ends of Secondary Education

secondary education than is either of the others, and it may well be the aim of those who are administering our system of secondary education to harmonize and coördinate the needs of society, and the capacities of students, with the adjustment of secondary schools to the schools which are above and below them.

It is scarcely necessary to point out the evil of the so-called "fitting school" as a badge of class education. All schools should set for themselves the task of giving a sound education; no other type of secondary education should be approved, and if secondary schools have met this requirement then those whom they have trained in them should be accepted for admission into higher institutions. The experience of Princeton University, as recently announced, has been the experience of other institutions for many years. Those trained in public high schools where there is the least consideration for the education that is above the school, and most consideration for community needs, the capacities of students, and the schools from which students came, have proved the most satisfactory students in the pursuing of higher studies.

Experience with secondary commercial education has demonstrated quite conclusively that the attempt to complete both general studies for college admission and vocational studies at the same time, has placed a heavy burden on the pupils, and has not given a satisfactory result. The present situation presents a necessity that further recognition be given to commercial studies in college admission if the young people who are thoroughly trained in commercial studies in secondary schools are to have the door open to them for college training.

Is Curriculum or Capacity the Test?

The question may well be asked whether the entrance requirements into higher institutions signify that students have pursued particular subjects, or that they have the power and ability to meet the requirements and do the work of the college. According as this question is answered, will there be agreement or disagreement with the proposal for the recognition of vocational subjects in the requirements for college admission. Clearly, what the college now needs to do is not to demand a particular "brand" of knowledge, but the evidence of a maturity and a capacity to take up and carry forward college training.

The logic of the situation would appear to be that colleges should widen their entrance credits and touch the schools at more points; more doors should be opened from the school to the college. If one who has been fitted for the needs of society, as specified above in the discussion of the aims of secondary education, is thereby disqualified for admission into college, we may well question whether there is not something wrong with the college admission requirements. The status of the whole matter, it would appear, is expressed in the statement that it is the business of the secondary school to give a real education along various lines, and, similarly, it is incumbent on the college to take the product of the schools which have been given a sound education, and to give this product the opportunity for a continued development.

"Related Subjects" to be Accredited

In the application of the general principle above enunciated, I am asked to devote my-

self briefly to what are denominated "related subjects." These subjects, I take it, include those which have a relationship to the vocational subjects earlier treated in this discussion, and yet which are not narrowly vocational in character. Of these related subjects there are three which are generally recognized—commercial geography, economics, and business law. No one of these subjects offers a field for what might be regarded as vocational commercial employment, yet every one is vitally related to the commercial course, and all three are recognized in the curriculum of practically all of the more liberal secondary commercial plans of study.

Commercial Geography

Commercial geography may well be denominated one of the most general subjects in the commercial curriculum. To this we may apply the words of James Bryce on geography in general, that it is the gateway of the sciences, the key to history, and the basis of commerce. For many of the commercial subjects geography is, in a sense, the introduction, and it has been found to have an increasingly practical use as it is studied in the commercial school.

Three Units of Commercial Course

Considered broadly, the curriculum of the commercial school consists of three larger units. First, are those studies having to do with man and his mind; second, those having to do with the external world which lies entirely outside of the man and his mind; and third, those subjects that have to do with the relation and interrelation, the action and interaction of man and his terrestrial environment. Commercial geography is the highest development of the conception of this interaction of man and his environment; commercial geography, perhaps more fully than any other branch of geography, as geography more fully than any other single subject, represents the causal relation between man as an active agent and the external world in which he lives. Commercial geography shows in an almost countless number of ways how man modifies the physical universe so as better to utilize what it has to furnish him. In this way man moulds and shapes the environment to his own will. Accepting this conception of commercial geography gives the subject a vital relation to the general geography of the elementary school and to introductory work in science, or to a study of physical geography which may precede it, or by which it may be followed in high school.

Commercial Geography Disciplinary as Well as Practical

Few subjects of the curriculum offer a better balancing of practical and disciplinary education than is true of commercial geography. If the subject be taught so as to avoid too broad a generalization on one side, and too much of the doling out of encyclopaedic information on the other, it can be made to illustrate the great facts of "man in nature, man and nature, not man alone or nature alone."

Commercial geography may be made concrete and inductive. The development of the subject should be from the industries, productions, and economic life of the region in which the school is located. A study of the industries and trade of the immediate environment affords a splendid point of contact between the school and the society for which the school exists,

and gives at the same time a basis for the broader study of the subject.

A word of caution under this head is, not to make the commercial geography too ambitious or too difficult, but in making this statement attention is drawn to a truth also enunciated by James Bryce, that there is a world of difference between a subject being elementary and its being superficial.

As generally presented, and on the basis of a considerable observation, I would say commercial geography offers a splendid opportunity for widening the everyday horizon of the students and of training their reasoning faculties as well.

As local industry, employments, productions and trade are a natural point of departure in the study of commercial geography, so they may be the point to which reference should be made again and again in the study, and commercial geography as thus considered may become a sort of universal subject in the curriculum, and when so considered, it may have a practical influence and an educational value of the first rank. This educational value entitles commercial geography to its place in the list of subjects for which colleges and universities should offer credits looking to admission.

Economics

Closely related to commercial geography, in many respects an outgrowth of it, and also in the nature of another universal subject in the commercial curriculum, is economics. It is not too much to say that a neglect of this subject would almost "hamstring" the commercial course. As the student deals with his more practical subjects he is constantly using terms and carrying on thought processes which necessitate a knowledge of the elements of economics. Economics is the "science of business," and the business man who is to see his operations in their broader meaning must have a knowledge of at least the fundamentals of this subject.

I know it has long been the practice to heap discredit on economics. From the days of Thomas Carlyle who called teachers of political economy "the dreary professors of a dismal science," to the present, those who teach or study economics have been under suspicion, and yet the subject deals with the everyday experience of mankind living in civilized society, and some study of it is a necessity to one who would understand the relations and the obligations of the various social groups.

Economics Part of Daily Life

Mr. Frank A. Vanderlip has recently stated that the United States is largely a country of "economic illiterates." Some form of economic activity is an inescapable experience of men and women. To a certain extent every person living in modern society is engaged in business, and the fact with which we are confronted is whether the person will be intelligent, considerate of others, and effective as an economic factor, or whether he will be prejudiced, narrow-minded and selfish. Some fundamental knowledge of economic society is indispensable if one is going to live his own life with any degree of self-satisfaction, and with any true service to the life of his fellows. The time has passed when it ought to be possible for one to talk about the relations in society as someone recently did of the inhabitants of the Hebrides Islands, saying that they made their living by taking in washing from each other.

In many of life's relationships, men and women (*Continued on page 143*)

Twenty-fifth (Silver Jubilee) Convention Program

National Commercial Teachers' Federation and Allied Associations

Hotel Sherman, Chicago, Illinois

Tuesday Afternoon, December 26

4:00 TO 5:00 O'CLOCK — BUSINESS ROUND TABLE

Demonstration of the Care and Full Use of the Typewriter, by *William F. Oswald, World's Most Accurate Typist, Underwood Typewriter Company, New York City*

Demonstration of the Care and Full Use of the Burroughs School Machines, by *Burroughs Adding Machine Company, Detroit, Michigan*

Tuesday Evening, December 26

6:30 O'CLOCK — COMMERCIAL EDUCATION CONFERENCE DINNER

Organization and Conduct of Business to be discussed by speakers of national prominence. *Chairman, Glen Levin Swiggett, Specialist in Commercial Education, United States Bureau of Education*

Wednesday Morning, December 27

9:00 TO 10:30 O'CLOCK — PRIVATE SCHOOLS SECTION

FORWARD STEPS IN COMMERCIAL EDUCATION

President's Greeting — Vice-President's Salutation — Secretary's Welcome

The Future of the Private Business School and Its Relation to Other Educational Institutions, by *F. B. Moore, Rider College, Trenton, New Jersey*

Accreditment in Actual Operation, by *J. L. Harmon, Bowling Green Business University, Bowling Green, Kentucky*

Opportunity of the Commercial Teacher in Agricultural Economics, by *John S. Donald, Department of Agriculture, University of Wisconsin*

Address—"If I were a Business College Proprietor," by *Harry C. Spillman, Remington Typewriter Company, New York City*

The Good of the Order—Questions, Answers, Discussions

Free for All—Help Yourself

9:00 TO 10:30 O'CLOCK — PUBLIC SCHOOLS SECTION

Commercial Education, Its Opportunities and Growing Tendencies (Twenty-minute Talks)

From a National Standpoint, by *Earl W. Barnhart, Chief, Commercial Education Service, Federal Board for Vocational Education, Washington, D. C.*

From a Business Man's Standpoint, by *Elmer T. Stevens, of Charles A. Stevens Brothers, Chicago*

From a College Man's Standpoint, by *Everett S. Lyon, University of Chicago*

Discussion

10:30 TO 12:30 O'CLOCK — TIGER ROOM — GENERAL FEDERATION MEETING

Address of Welcome

Response by President of the Federation

Brief Address—"A Forward Movement in Commercial Education," by *John E. Gill, Rider College, Trenton, New Jersey*, representing The National Association of Accredited Commercial Schools

"Back to the Republic"—A most fundamental and timely address for educators by *Harry F. Atwood, of Chicago*

Wednesday Afternoon, December 27

2:00 to 4:00 O'CLOCK — SHORTHAND ROUND TABLE

The Value of Artistic Shorthand in Teaching the Subject, by *Rutheda Hunt, Evanston Township High School, Evanston, Illinois*

The Professional Growth of the Teacher, by *J. H. Kutscher, Spencerian School of Commerce, Accounts and Finance, Cleveland, Ohio*
The Intensive Stenographic Course for Postgraduates, by *Freda C. Bartles, Austin High School, Chicago*
The Application of Practical Applied Psychology to Student Management and Direction, by *Dr. J. M. Fitzgerald, Vocational Counselor, Chicago*

4:00 TO 5:00 O'CLOCK — BUSINESS ROUND TABLE

Penmanship in the High School, by *P. L. Greenwood, South High School, Minneapolis, Minnesota*
Penmanship in the Private Schools, by *A. G. Skeeles, Editor, Business Educator, Columbus, Ohio*
General Penmanship Discussions, led by *Professor T. L. Bryand, Southern Illinois State Normal University, Carbondale, Illinois*

Wednesday Evening, December 27

8:00 O'CLOCK — TIGER ROOM — GREGG SHORTHAND FEDERATION

President's Address—A History of the Gregg Shorthand Federation and How It May Best Serve Its Members Now, by *C. M. Yoder, Whitewater State Normal School, Whitewater, Wisconsin*
Response by *Mr. John R. Gregg, Author of the System*
Address and Demonstration, by *Harold Smith, New York City*

Thursday Morning, December 28

9:00 TO 10:30 O'CLOCK — PRIVATE SCHOOLS SECTION

HOW TO TEACH SALESMANSHIP

An Actual Recitation of a Model Class reciting on a Prepared Lesson—Chapter XIII of "Salesmanship and Business Efficiency"—Revised, Knox

Teacher, *J. S. Knox, Knox School of Salesmanship, Cleveland, Ohio*

Class Roll, *John D. Barlow*, Spencerian Commercial School, Louisville, Ky.; *F. L. Barnaby*, Lansing Business University, Lansing, Mich.; *Ruby Bradshaw*, Office Training School Memphis, Tenn.; *W. M. Bryant*, Nebraska School of Business, Lincoln, Nebr.; *C. P. Bealer*, Brown's Business College, Freeport, Ill.; *Owen Cleary*, Cleary College, Ypsilanti, Mich.; *J. H. Cox*, Brown's Business College, Galesburg, Ill.; *Mrs. Ina Darling*, Northwestern Business College, Chicago, Ill.; *Amelia Deuser*, New Albany Business College, New Albany, Ind.; *Mrs. May B. DeWitt*, Brown's Business College, St. Louis, Mo.; *Ruth Foster*, Miss Brown's School of Business, Milwaukee, Wis.; *P. W. Frederick*, Mansfield Ohio Business College, Mansfield, Ohio; *C. C. Gaines*, Eastman College, Poughkeepsie, N. Y.; *Emma Hagenstein*, Central Iowa Business College, Marshalltown, Iowa; *B. Dixon Hall*, Atlanta Business College, Atlanta, Ga.; *L. J. Holmes*, Hoff Business College, Warren, Pa.; *E. B. Lyons*, Bayless Business College, Dubuque, Iowa; *Ernest R. Maetzold*, Rasmussen Practical Business School, St. Paul, Minn.; *Charles M. Miller*, The Miller School, New York City; *C. F. Moore*, Wisconsin Business College, Racine, Wis.; *Thomas G. Morissey*, Brown's Business College, Bloomington, Ill.; *W. W. Pierson*, Pierson Business College, Chicago, Ill.; *P. H. Rieks*, Winona Business College, Winona, Minn.; *G. H. Ross*, Minneapolis Business College, Minneapolis, Minn.; *S. E. Ruley*, Lockyear's Business College, Evansville, Ind.; *E. F. Sharp*, Sandusky Business College, Sandusky, Ohio; *L. P. Southern*, Southern Brothers Fugazzi School of Business, Lexington, Ky.; *C. N. Stockton*, Illinois Business College, Springfield, Ill.; *O. D. Wallick*, Cheyenne Business College, Cheyenne, Wyo.; *J. L. Zerbe*, Duff's Iron City College, Pittsburgh, Pa.

General Questions open to everybody

How Teachers May be Salesmen of the Subjects They Teach, by *R. P. Barnes, Barnes Commercial School, Denver, Colorado*
How Teachers may be Salesmen of the Other Teachers in the School, by *Eugene Anderson, Georgia-Alabama Business College, Macon, Georgia*
How Students may be Led to be Salesmen of the School, by *H. M. Owen, Brown's Business College, Decatur, Illinois*
How Old Students may be Kept as Salesmen of the School, by *S. E. Hedges, Canton-Actual Business College, Canton, Ohio*

How Citizens of the Community may be Developed into Salesmen of the School, by *Mrs. Walter Lee Lednum, Durham Business School, Durham, North Carolina*

How Public School Teachers and Superintendents may be Developed into Salesmen of the School, by *G. E. Spohn, 4 C's Commercial College, Madison, Wisconsin*

Selling Education in General and Business Education and Our School in Particular, by *A. F. Tull, Detroit Business Institute, Detroit, Michigan*

General Discussion—Brief, Sharp, Pointed—opened by *J. F. Fish, Northwestern Business College, Chicago, Illinois*

9:00 TO 10:30 O'CLOCK — PUBLIC SCHOOLS SECTION

Commercial Education as Organized and Administered in Three Large Public School Systems
Twenty-minute talks by *William Bachrach*, Supervisor, Commercial Work, Chicago; *Elmer G. Miller*, Director of Commercial Education, Pittsburgh; *J. L. Holtsclaw*, Director of Commercial Education, Detroit

Discussion

10:30 TO 12:30 O'CLOCK — GENERAL FEDERATION

Address by *Dr. Rodney Brandon*

New American Ideals, by *Dr. Herbert L. Willett, University of Chicago*

Business Session — Election of Officers

Thursday Afternoon, December 28

2:00 TO 4:00 O'CLOCK — SHORTHAND ROUND TABLE

The Training of the Illinois Novice Typewriting Champions, by *Adelaide B. Hakes*, Gregg School, Chicago, and *Mrs. Florence Evans Golding*, Proviso Township High School, Maywood, Illinois

To What Extent Should the Teacher Encourage the Student to Attain Reporting Speed—Some Methods to be Employed, by *Frederick H. Gurtler, Court and General Reporter, Chicago*

General Office Training for the Shorthand Student, by *Frank C. McClelland, Commercial Continuation School, Chicago*

Election of Officers

4:00 TO 5:00 O'CLOCK — BUSINESS ROUND TABLE

Are You Really Teaching Office Training in Your School? by *W. C. Stephens, President, Twin City Business University, St. Paul, Minnesota*

How We Handle Our Bookkeeping and Accounting Department, by *H. M. Jameson, Accounting Department, Bowling Green Business University, Bowling Green, Kentucky*

Teaching Banking in the School, by *I. J. Kloster, Principal, School of Business, St. John's College, Winfield, Kansas*

6:30 O'CLOCK — TIGER ROOM — FEDERATION BANQUET (Informal)

Selection of place for next meeting

Address by *Dr. Preston Bradley*

Entertainment

Friday Morning, December 29

9:00 TO 10:30 O'CLOCK — PRIVATE SCHOOLS SECTION

GRADUATION REQUIREMENTS

A Survey of Fifty Schools—ten in the East—ten in the extreme West—ten in the North Central—ten in the South Central States—ten in Canada—showing the Courses Offered and the Subjects Included in Each Course. Conducted by *Mary S. Horner, Waterloo Business College, Waterloo, Iowa*

The Requirements for Graduation in Shorthand, giving specific information of the Kind and Amount of Matter given in Final Tests; the Manner of Giving Tests; How Many, How Marked, and Grade Required, in short, What the Student is Expected to be able to Do with Shorthand in order to Graduate, by *Helen W. Evans, Gregg School, Chicago, Illinois*

The Requirements for Graduation in Bookkeeping; What Tests, if any, are given; Just What the Student is Expected to Know about Bookkeeping to Graduate, by *P. S. Spangler, Duff's College, Pittsburgh, Pennsylvania*

What has been Done towards Standardization of Business College Courses, and What Remains to be Done, by *B. F. Williams, Capital City Commercial College, Des Moines, Iowa*

What should be the Policy of the Private Business College regarding Courses of Study, Entrance Requirements, Progress, and Graduation of Students. Address by *United States Senator W. N. Ferris, Big Rapids, Michigan*

Discussion to be opened by *W. M. Dowden, Lansing Business University, Lansing, Michigan*

9:00 TO 10:30 O'CLOCK — PUBLIC SCHOOLS SECTION

The Growing Need for Better-Trained Teachers of Commercial Subjects and How We are Meeting It
Twenty-minute talks by *Frank J. Kirker*, Director, Commercial Education, Junior College, Kansas City, Missouri; *Claude M. Yoder*, State Normal School, Whitewater, Wisconsin; *W. E. Atkinson*, Department of Business Administration, State Teachers' College, Maryville, Missouri

Discussion

10:30 TO 12:00 O'CLOCK — SHORTHAND ROUND TABLE

Mental Alertness an Asset to the Shorthand Writer—Some Suggestions for its Development, by *J. Walter Ross, South Hills High School, Pittsburgh, Pennsylvania*

Dictation Material and How I Use It, by *Mrs. Kate M. Wainwright, Ferris Institute, Big Rapids, Michigan*

The Shorthand Secretary from the Business Man's Viewpoint, by *Benjamin Bills, Director of Sales, American Bond & Mortgage Company, Chicago, Illinois*

Friday Noon, December 29

12:30 O'CLOCK — TIGER ROOM — GENERAL FEDERATION MEETING

Luncheon and Entertainment
Address—"Humanizing Business," by Dr. Frank W. Dignan
Business Session — Reports of Committees — Installation of Officers
Adjournment

A PROGRAM worthy the occasion of the Silver Jubilee of the N. C. T. F., is it not! For twenty-five years these meetings have meant "pep," "pap," and "push," to the commercial teaching fraternity all over the country. There is no need to urge attendance on teachers who have had the experience of coming to one of these gatherings—they'll be at Chicago early and ready to stay till the final rap of the gavel! But, if you are new to the profession, we *do* urge you to come and get acquainted.

A teacher to be successful must have *enthusiasm* unbounded, and enthusiasm isn't continuously self-generating—it needs an occasional re-charge! It takes *knowledge* and *more knowledge*, but knowledge is only relative—it must *progress* with the times. And it takes *experience*—and experience is a very limited and limiting thing if we depend solely on our own!

The opportunity to "pep up," to learn the latest developments in both the science and the art of teaching commercial work which such conventions as the N. C. T. F. and the Gregg Shorthand Federation offer, makes attendance a *profit*, not an expense.

Don't miss having a part in this year's meetings!

SCHOOL NEWS AND PERSONAL NEWS

Found in the Editor's Mail

ON a recent visit to the High School, Pawtucket, Rhode Island, Mr. McMasters writes us, he was pleased to note on the walls of the commercial rooms graphs showing the progress made in shorthand, typewriting, and rapid calculation for all students enrolled in these courses. He found students interested in watching the graphs and with keen interest in keeping their percentages above the red line drawn at 85%.

The interest manifested in the charts by the students leads us to believe that the experiment is very much worth while. Miss Wheeler is to be congratulated. She is doing some excellent work at Pawtucket.

△ △ △

Berea College, Berea, Kentucky, was fortunate enough to secure Miss Ethel C. Sawyer for their commercial department this fall.

△ △ △

Another high school teacher has joined a normal school staff this fall —Mr. R. F. Webb, for the last few years with the High School at Huntington, W. Va., and now at the State Normal at Indiana, Pennsylvania.

△ △ △

It will be hard for teachers when thinking of the school department of the American Book Company of Chicago to keep the figure of Mr. R. Scott Miner from coming immediately to mind, for to most commercial teachers in the Chicago territory, Miner has *been* the Company, he has so ably represented them among the schools for so many years. He has resigned his position with the firm this fall, however, to become junior partner of Powell, Garard & Company (Investment Securities), at 39 South LaSalle Street, Chicago. If the good wishes of his many friends count, Powell, Garard & Company will enjoy a steady "boom."

△ △ △

Mr. Robert Viergever, of Willard, Kansas, and Miss Flora Moeckel, recently with Brown's Business College, Kankakee, Illinois, are new commercial teachers in the Mankato, Minnesota Commercial College.

△ △ △

There has been coming to our desk for two or three months, a "Monthly Letter" on current business conditions, printed and distributed by the Rider College, of Trenton. This letter deals in an enlightening and interesting fashion with world problems as they affect business conditions. Its editorials are well worth reading, for the information they give; for the student of practical economics and business administration, they are especially valuable and inspirational. The Rider College is setting a pace for the modern college of business that should redound to the credit and advantage of the entire commercial teaching profession.

△ △ △

Danielson High School, Danielson, Connecticut, has two new commercial teachers this season, Mr. Robert Bruce, of Berlin, Connecticut, and Miss Bertha Stevens, of Holliston, Massachusetts. (*Continued on page 108*)

"EVERY great teacher makes his subject so attractive that his pupils wish to study. He does not teach them, in the literal sense, so much as inspire them with a desire to learn."

—*Neil M. Clark.*

Vocabulary Studies for Stenographers

Book Review by R. P. SoRelle

THE question of vocabulary is a perpetual problem with the writer of shorthand, and especially the young writer beginning his career in the field of shorthand study. Vocabulary to the shorthand writer means much more than knowing the shorthand outlines and acquiring facility in writing them, although that, of course, is the basic consideration. His knowledge must be much more extensive than that. It means that the stenographer must know what thought the word represents, and obviously, it would be of advantage to know something of its derivation, since the "life history" of a word often gives a clue to shades of meaning not otherwise known. In addition, all the forms of the word and its derivatives, its spelling, pronunciation, and syllabic divisions should be known. The selection of a vocabulary is also of more than ordinary importance to the stenographer.

All of these problems are effectively solved in one of our new books, just off the press, "Vocabulary Studies for Stenographers," by E. N. Miner, who was the founder of "The Phonographic World" and for twenty-seven years its editor. His long experience as a reporter, school man, editor, and lecturer gives him an appreciation of the stenographer's vocabulary needs that is possessed by few. He has put into this book the essence of a life-long study of English.

"Vocabulary Studies for Stenographers" is intended as a textbook for private and public business schools. It comprises a careful study of the English language—a study in English—with shades of difference in correct usage, comparisons of meanings, similar words, both from an etymological, shorthand teacher's, and commercial teacher's point of view. Mr. Miner has presented a list of those words in most common usage among educated people, which frequently are, in different ways, most perplexing to the student. The lists contain about 1500 primary words, but these with the derivatives and related words run the entire study up to a total of perhaps 4500 to 5000 words. All words that spell themselves have been eliminated, so that the book is an intensive rather than an extensive study of important words.

There are two features of the book that will appeal strongly to shorthand teachers and to students. The first is that the shorthand outline is given for each word in the general list and space is provided for other shorthand forms of related words, synonyms, etc. The second is the Index for Shorthand Practice, which provides something never before offered the student of shorthand, in that it furnishes opportunity for an abundance of practice on any troublesome principle of the system.

As an illustration of how the index operates: suppose the teacher wishes the student to practice on words containing the circle vowels between reverse curves. This subject will be found in the index and the page numbers for all words in the text in which this principle is involved will be given. The principles of shorthand have been classified with the words in which certain principles occur and

have been indexed so that ready reference is possible in making up lists, etc., for study.

"Vocabulary Studies for the Stenographer" will be of decided value in the training of stenographers, office workers, and commercial students for more effective work.

▲ ▲ ▲

The High School Course of Study

Review by Mrs. F. E. Raymond

STATE Superintendent Hunting and the Nevada State Board of Education, have just issued a most vital contribution to education in a booklet modestly entitled, "High School Course of Study." This booklet is the result of a year's work on the part of various committees who reported on assigned subjects, after they had discussed their problems before round tables conducted in the five district institutes of the state. It includes the views of the teaching force of the State, courses of study from other states, excerpts from reports of many commissions and committees of the National Education Association and of other educational societies. The Course of Study is offered as a guide and not a master.

The Commercial Program takes up a large section of the booklet and should be read by every teacher of vocational and prevocational subjects. We call particular attention to the masterly presentation of the importance of and methods to be used in presenting Business English, Shorthand, Typewriting, and the Social Science group of studies.

The Gregg publications have met the approval of the schools of Nevada, as the following titles are listed in this new and authoritative Course of Study:

An Introduction to Economics
Gregg Shorthand Manual
Gregg Speed Studies
Applied Business English and Correspondence
Modern Junior Mathematics
Graded Readings
Rational Typewriting
Walsh Business Arithmetic

✣ ✣ ✣

School and Personal News

(*Continued from page 105*)

Not long ago we learned that Miss Nellie Collins had joined the faculty of Evanston Township High School, Evanston, Illinois. Galesburg lost a splendid teacher, and a popular one with her classes, when Miss Collins resigned the post she has held there in charge of the commercial department for many years to accept Evanston's offer, and the latter school has made another strong addition to its fine commercial faculty.

▲ ▲ ▲

Commercial education is making prominent strides in Porto Rico as well as in this country and in England. One interesting bit of evidence to this effect was the news of the opening of a new business college at San Juan. Mr. Esteban Ramirez has been most successful with his classes at the Central High School and we predict will soon have a flourishing institution of Ramirez Business College. His enthusiastic exposition of Gregg Shorthand has given great impetus to the progress of the art in his community.

The Mental Phase in Typewriting Training

By Edna L. Kelley

Commercial Instructor Mariposa, County High School, Mariposa, California

In the last volume (November 1921 to February, 1922) there appeared a series of articles by Mr. E. W. Barnhart, Chief, of the Commercial Education Service, Federal Board for Vocational Education, Washington, D. C., on "The Psychology of Learning Applied to Typewriting." This article of Miss Kelley's has been sent us in response to an invitation given our readers to discuss the subject. We shall be glad to receive comments from other readers on this or any other subjects presented in the American Shorthand Teacher.—EDITOR.

THIS most certainly is an age of great mental appeal. It is wise, then, to go direct to the mind if we really wish to attain accomplishments in a modern way, in any direction. Typewriting is an objective muscular performance immediately following the subjective experiences of the typist. Therefore, it is not surprising to find the methods employed by teachers of typewriting changing from lax methods to rigid observances of underlying principles that make for freer manual movement.

The increased possibilities of the modern typewriter have greatly aided the up-building of better typists. But while improved machines give action requiring much less muscular effort than formerly, more than mere finger agility is necessary to produce a day's work. It takes the whole body—the whole nervous and muscular organism—the full brain control. Nor is the whole body in itself sufficient to create enough force to forfend fatigue. Other things have to be resorted to, such as position, direction of weight, control of the arms, and so on, as Mr. Barnhart brings out in his articles. This control of the arm and body weight, is the secret of typing endurance, and is now being put to practical use by the expert typists of to-day. When this natural weight is skillfully controlled there is no pounding of the keyboard, but just an uncramped, unstiffened repetition of staccato blows.

Typing Requires Both Mind and Body

The middle, second, third and fourth fingers of our hands are longer than the first and fifth, but if the hand is kept curved over the keys, this discrepancy disappears. The larger fingers can be depended upon to work normally, the little fingers should be helped in their work just as we incline the hand toward the space bar to compensate for the natural weakness of the thumb in that direction. Therefore, I do not think there is any advantage gained in keeping the hand parallel with the keyboard at all times. Relaxation of arm and hand cannot be maintained by enforcing the "hands parallel with keyboard" idea. Relaxation is but the other name for swift typing. Relaxation is also a purely mental habit. Rigid neck, stiff hands, cramped shoulders, tense facial expressions and temerity

are all reasons for lack of speed. Thorough relaxation must be gained before easier and better typing can be attained.

Analysis

As instructors it is our business to teach (not merely to give lessons), and the simpler we make our methods, the quicker our teaching will be grasped. Analysis is the thing! Analysis is also mental. We should point out the ill effects of fear, doubt and hesitancy. We ought to show our students how much there is to aid them in perfecting their work, by listening to the sounds the keys make against the platen; by drawing their attention to the way their wrists, palms and fingers feel with every well-made stroke; we should teach them to note their position at all times at the machine.

Teach Mechanism First of All

A good mental picture of the typewriter itself—side view, rear view, front view—*its action*, should be foremost in the mind of the beginner. Time should be spent in teaching the use of the machines themselves, before the keyboard is mastered. Without a thorough understanding of the typewriter itself (which is a mental state, too) fear cannot be overcome. The use of the marginal stops, variable line-spacer, paper release key; the way to insert paper, find the writing line, begin a new line, regulate spaces between words and lines, ought to be familiar, mechanical things before real finger execution drills begin. This knowledge does away with the temerity the beginners always feel when they first start out to use the machines. By eliminating this sense of fear, confidence is strengthened, and progress is made more sure.

Practice

After an understanding of the machine is gained, the next thing which serves to make a good operator is carefully directed, thoughtful practice. Before any one can acquire speed it is necessary for him to be willing to go through the grind of hard training.

Typewriting is an accomplishment, and can be made a career. Teachers should oblige their pupils to form systematic habits of work and devote much time to typewriting. Even where there is a natural aptitude for the work, the apprentice must labor from the beginning to the end of his instruction. Strict and constant routine work, *and nothing else*, turns out a master typist. Practice brings about results nothing else produces, and if teachers would spend time telling their students *what to do*, a lot of time would be saved for practice that is now lost telling them what *not* to do.

All Typing on Based Mental Impulse

There is no physical effort until there is a mental impulse. There can be no clear mental direction unless there is a mental poise. It is consequently false to confine one's efforts to developing finger strength alone when typing technique is both mental and manual. (The key must be thought of before it can be struck.) The focus of consciousness must always be the immediate creation of one specific letter at a time. Typing is all a matter of letter by letter, directed with the head and executed with the hand, until the whole is a piece of work written intelligibly.

Mr. Barnhart is certainly correct when he puts the whole problem of typing practice in the mental realm.

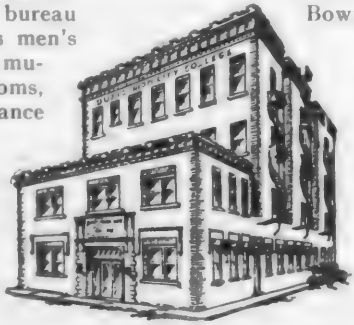
Pittsburgh's New Commercial College

THE consolidation of Pittsburgh's three oldest commercial schools, Duff's College, Iron City College and the Martin Shorthand School, gives the people of western Pennsylvania the advantage of one of the largest schools in the United States devoted exclusively to commercial education.

The three schools moved on August 1 to their new home, Duquesne and Evans Ways. The four-story fire-proof building contains 33,000 square feet of floor space, providing sixteen classrooms, eight offices and consulting rooms, and is divided above the first floor into four wings admitting light on three sides. Wide corridors on each floor with marble stairways at either end make all classrooms easily accessible, and the ample cloak rooms, toilet rooms, and lavatories on each floor add to the student's comfort.

P. S. SPANGLER

The front wing, an entirely new addition of buff brick, has just been completed. It will house the administration offices, bureau of placement, business men's library, commercial museum, hospital, rest rooms, and the office appliance school. The main classroom hall, the former Y. W. C. A. home, has been remodeled and is now a most modern school building. On the first floor is the foyer, auditorium seating 1,000 students, dining rooms and kitchen. The three upper floors are devoted to the work of the various departments—bookkeeping, accountancy, shorthand, typewriting, general studies, and secretarial work.



One of the many special features and one rarely found in commercial schools is the provision for keeping the school rooms sanitary by providing refrigerators and hygienic cupboards for lunches and dining room facilities for students and faculty. Warm drinks and hot lunches are provided for those who prefer to buy their noonday meal at little cost. Parking space is provided for students' automobiles and motorcycles. Classrooms are arranged for individual instruction so that a student progresses as quickly as his efforts warrant.

The officers of the new organization are: *President*, P. S. Spangler, former Principal of Duff's College; *Treasurer and Principal*, S. E. Bowman, former Principal of Iron City College; *Secretary and Registrar*, M. S. Johnston; *Vice-Principal* and *Superintendent of Enrollments*, J. M. Baltzer; *Publicity Manager and Director of Extension Courses*, J. L. Zerbe.

Mr. Spangler, the president, is no

stranger to the commercial school fraternity. He has been associated with Duff's and Iron City Colleges for the last thirty years. In that time he has rarely missed an annual or sectional commercial school organization meeting. He has been president of the Eastern Commercial Teachers' Association, of the National Association of Accredited Commercial Schools and of the Private Business School Owners' Association. He is now president of the Pittsburgh Rotary Club, and a member of the educational committee of the Pittsburgh Chamber of Commerce.

A house warming was held during the week of November 12, when the alumni and friends of the three schools, together with the students and their parents were welcomed to the new building. Several special events marked this week's entertainment.

Readers of the *American Shorthand Teacher* when in Pittsburgh are invited to inspect this model commercial school building.

✣ ✣ ✣

Chicago Commercial Teachers' Examination

THE following information regarding salaries and credentials required in advance of examination for certificates to teach commercial subjects in the Chicago Public Schools has just been issued by the Education Division of the Department of Commercial Education.

REQUIREMENTS FOR ADMISSION

LIMITED CERTIFICATES—no University degree required. (Candidates may qualify for a general certificate after five years satisfactory service without degree):

(*a*) A diploma of graduation from a four-year high school course of the Chicago public schools

(*b*) At least three years of special training in the major subject

(*c*) One year of teaching the major subject
Salary, $1,800 to $3,300. Annual increase, about $175 per year.

GENERAL CERTIFICATES:

(*a*) Graduation from an accredited college

(*b*) Two years of successful experience in graded schools, and two years of practical experience in the major subject, or

(*a*) Graduation from an accredited college

(*b*) Two years of successful experience in teaching the major subject
Salary, $2,000 to $3,800. Annual increase, $200 per year.

Commercial Continuation Schools pay 10 to 20 per cent above the regular schedule, for a longer day's work, the bulletin announces. Day school teachers are eligible for evening school positions four evenings per week, five months per year, at $4.00 to $5.00 per evening.

The Board of Examiners (460 S. State Street, Chicago) will supply information booklets on request.

Copies of previous examinations can be secured for ten cents.

As the list of eligible commercial teachers is practically exhausted, the bulletin states, an examination will be held about the 27th or 28th of December—major subjects: Accounting and Phonography (Munson—Pitmanic).

Teachers I Would Like to Have—and Some Others

By J. H. Kutscher

Spencerian School of Commerce, Cleveland, Ohio

Analysis of the Problem

WE are teaching business subjects to young people just going out into the business world and whose future success will depend largely upon the training they are now receiving.

The future leaders in business must necessarily come from those students who are now getting their training in the high schools. This puts a great responsibility upon the teachers with whom they come in contact, not only to give them a knowledge of the content of the subject, but also to direct and inspire them in order that they may get the proper outlook and attitude toward life and business activity.

The material with which the teacher must work, because of the many different conditions of home life, previous training, willingness to learn, etc., represents some of the difficulties with which the teacher must contend.

The very wealth of opportunity the high school offers may itself tend to break up the student's continuity of training and, if not properly handled, results in a graduate who knows a little of many things, but without an adequate working knowledge of anything. This makes it necessary for the teacher to help him to seek out and follow some major interest and by so doing enable him to make all his studies function toward the desired end.

In view of the above facts, the desirable teacher must meet the following requirements: First, he must recognize the dignity and importance of the profession, for without this attitude of mind he will not be a live, happy, masterful, constructive teacher. He must recognize that the dignity of the profession lies in its inestimable service to mankind—that its importance is everywhere recognized, because business and social conditions, national and international relationships of the years to come will be but the thoughts and attitudes of the young people whom he is training to-day, put into action.

Type of Teacher Who Best Meets Requirements

He must appreciate the significance of liberal training. This training must be both professional and technical. Teaching is directing and developing the mind. How can we expect the teacher to be skillful and successful in directing the mind if he does not understand the nature and working of the mind or the methods of procedure in accomplishing the desired end. He must have the proper technical training in order that he may lead his students to seek the proper kind of information, for it is upon the information the individual possesses at any particular time that he must base all his conclusions and judgments. Sound judgments cannot be formed without sound information.

He must understand the meaning and significance of aims in teaching. These aims must be both general and immediate. (*Continued on page 141*)

EDITORIAL COMMENT
On Sundry Topics

How Shorthand "Sticks"

ONE used to hear the remark frequently, "Oh, I learned shorthand while I was in school, but I have forgotten it"—and the statement was accepted as true. The remark is not so common now, and we doubt very much whether it ever expressed the truth. Shorthand is not learned unless it "takes." If shorthand *is* learned—and particularly a simple system like ours—it "sticks." If it is studied indifferently, it is of little practical value; but if really learned it brings with it a host of advantages, and the beauty of it is that they are available throughout life. How shorthand "sticks" is well illustrated in the remarkable showing that Mr. Swem made in the recent contest at New London.

Mr. Swem put in a few hard years in learning shorthand and in perfecting his skill in using it, pursuing his quest for mastery until at the age of eighteen he was ranked with the best writers of the world. While still a mere boy he made a record on jury charge of 237 words a minute in the 1911 contest. This record stood second in rank for ten years and was only exceeded by the record of 238 made by Mr. Marshall in the same contest. Not until 1921, when Mr. Daly reached the 238 mark, was it beaten.

Mr. Swem retired from the contests in 1912 to become the official reporter for President Wilson, a position which he held for eight years. During the eight years Mr. Swem reported the speeches of one man and did not even attend one of the speed contests, to say nothing of competing. But this year, ten years after his last contest, he concluded to try his hand at speed writing again, and here is the proof that high skill when once attained does "stick."

He obtained a net of 279 words a minute on testimony, dictated at 280; 237 words a minute on jury charge, at 240; 218.2 words a minute on straight literary matter, at 220; and 196.6 words a minute on straight literary matter, at 200. He, therefore, raised his best record on testimony ten words a minute; he equaled his best record on jury charge; he increased his best previous straight literary matter record by practically 26 words a minute! And this after being out of the contest for ten years and having no opportunity for high speed work except taking the addresses of President Wilson, which probably hardly ever reached the 200 word-a-minute mark. Instead of going back he went ahead—which shows that when shorthand is really once learned it "sticks." It also shows that when Mr. Swem was writing with the best of them as a mere boy he had not by any means reached his limit. What if he had gone on a year or so!

There is much in this experience of Mr. Swem's that the student of shorthand may take to heart. In the first place, it proves the value of learning shorthand well and of securing sufficient practice to make it second nature to write shorthand. When this is accomplished, shorthand skill is a fixed factor in the writer's equipment.

All writers may not have the unique

EDITORIAL COMMENT
On Sundry Topics

experience of Mr. Swem of finding themselves, after an absence of ten years from the grilling speeds of the contests, in possession of greater speed than ever before—and especially if they have reached such high speeds as he has. But it is certain that those who master the subject will make sufficient use of it to keep their ability up to a high degree of proficiency.

There are numerous instances of "comebacks" of the kind illustrated in Mr. Swem's experience. Paderewski after ten years of statesmanship, it is reported, is now preparing for another concert tour, and there is no doubt but that his superb artistry will be as great as ever, mellowed and made richer, perhaps, by lying fallow.

The ease with which our style of shorthand may be learned and its peculiar quality of being usable almost from the start, added to the very great readiness with which it lends itself to constant practical use, are some of the factors which explain how it was possible for Mr. Swem to achieve so much. "To make shorthand stick, stick to it till it sticks to you," is a good line of thought for the shorthand student to follow.

✣ ✣ ✣

Obituary

Mrs. Ottilie S. Douglas

WE REGRET to announce the death on November 16 of Mrs. Ottilie S. Douglas, of the widely-known Hebrew Technical School for Girls, New York City. Mrs. Douglas, following an unusually successful teaching career, had spent the last three years teaching shorthand in this large institution.

Linn H. Young

A TELEGRAM received just as we were going to press brought word of the death, November 15, of Mr. Linn H. Young, whom many of our readers will remember as principal of Gregg School, Chicago, for several years, and secretary of the Gregg Publishing Company during the same period. Previous to joining the Gregg staff, Mr. Young was for twelve years a member of the Metropolitan Business College faculty (Chicago).

After these years of able service in the schoolroom Mr. Young answered the urge for wider service to his fellow-citizens, and entered politics. A term in the Illinois Legislature was followed by a number of years as Alderman of the Sixth Ward of Chicago, a rich and powerful section of the city. While on the Council he was an active member of many of the most important committees—often chairman. He was also identified with many of the city's prominent clubs—the Hamilton Club, the Republican Club, the Chicago Athletic Association, and the City Press Club, besides a number of civic organizations.

Mr. Young was at his summer home, Sturgis, Michigan, when he died. His friends in the commercial educational field join us in extending heartfelt sympathy to Mrs. Emma D. Young, his wife, and to his brother, Mr. David Young, of Omaha.

REPORTS OF CONVENTIONS
Of Commmercial Teachers

Vermont

Report by R. McMasters

THE teachers of the State of Vermont assembled at St. Johnsbury October 13 and 14 fully eighteen hundred strong.

Mr. Frank Phillips, head of the commercial department of the Rutland High School, acted as chairman of the commercial section, introducing as the first speaker Mr. Everett W. Lord, Dean of the College of Business Administration, Boston University. Dean Lord spoke on the advantages of higher education and cited some interesting examples of the work young men are now doing who caught a vision and saw the value of preparing for the new era in business prosperity just before us.

Following Dean Lord, Miss Catherine F. Nulty, of the Secretarial Department of the University of Vermont, was introduced. Miss Nulty spoke on the duties of the secretary, emphasizing the great responsibilities carried by the private secretary.

While the attendance was not small, we hope next year to see more of the commercial teachers at the section meeting. Those who did not attend this year missed a rare treat. We hope we may have Dean Lord and Miss Nulty with us again.

▲ ▲ ▲

Utah

Report by Elizabeth S. Adams

THE Utah Educational Association held its twenty-seventh annual convention in Salt Lake City, October 19-21. Headquarters were at the beautiful Hotel Utah, a hotel that has no superior in the United States. Miss Elizabeth Fitzgerald, as chairman of the housing committee, was a host in herself, ably supported by a fine staff of helpers. A bonny group of young Greggites from the West Side High School was an attractive as well as efficient feature of the registration table.

The President, B. Roland Lewis, with the help of his officers, Vice-President James W. Anderson, Treasurer Edgar S. Hills, Custodian C. N. Jensen, and Secretary J. M. Adamson, had organized an interesting and varied program of general and departmental sessions numbering over thirty. The slogan for the convention was "Conservation in Education."

At the opening session of the convention there was standing room only on the floor of the immense Tabernacle. It was an impressive gathering and the rich harmony of the Pilgrims' Chorus sung to the accompaniment of the famous organ seemed a fitting prelude to the session. For this is a God-revering community. The educators of Utah are a remarkable lot of men and women. They are physically vigorous, of two distinctive types—either very large, tall, impressive men, or thin, wiry individuals of great endurance. They are mentally vigorous, too, again of two noticeable types, the modern progressive and the ultra-conservative. Both types are fearless and prone to say what each thinks. In all the section meetings I was fortunate enough to attend it was refreshing to find men and women who spoke without notes, met a challenge as

REPORTS OF CONVENTIONS
Of Commercial Teachers

soon as it was given, and really discussed the question of the hour. There is an up-standing, fine integrity of purpose among these Utah men and women, gratifying to find in this age of jazz and unrest. They are steady, serene, unhurrying, but very definite in their aims and in their progress towards accomplishment.

The Business Departmental meeting was especially interesting to me personally, for I met many former acquaintances. The president, Mr. A. C. Carrington, University of Utah, with the secretary, James Haslam, Granite High, had arranged a well-balanced program that he carried out with snap and dispatch. Mrs. Samuel Baird, formerly Miss Sleater of Granite, led the discussion on Standards in Shorthand and Typewriting. Mr. F. Y. Fox, L. D. S. Business College, reported for his committee on Scholarship Standards for Commercial Teachers. The interesting feature of this report was that the committee recommended that the State Board consider practical experience in business on the part of the teacher an evidence of professional advancement. Mr. John D. Spencer, of the New York Life Insurance Company, ended the program with an inspirational talk. The president for next year, nominated by Dean Beal of the University and elected by acclamation, is Miss Elizabeth Fitzgerald, of West High, Salt Lake. Mr. Haslam was reëlected.

In conclusion, let me pay special tribute to the fine executives who are responsible for the progressive constructive work in education in this state. Such people as Dr. George Thomas, President of the University, State Superintendent of Public Instruction, C. N. Jensen, his two able assistants, Assistant Superintendent A. C. Matheson and Primary Supervisor for the State, Miss Matilda Peterson, Superintendent G. N. Child, of Salt Lake, Assistant Superintendent George A. Eaton, Superintendent W. Karl Hopkins and his able assistant Miss Ida Fitzsimmons, of Ogden, with many others I might list, are proof conclusive of the integrity and excellence of the public school system of Utah.

▲ ▲ ▲

Indiana

THE Indiana State Teachers' Association held its Annual Convention in Indianapolis, October 19-21. Close to fifteen thousand teachers were in attendance and gave the city a distinctly educational aspect. The meetings were unusually well attended. The Commercial Section meeting on Thursday, the nineteenth, under the guidance of Mr. M. E. Studebaker, of Muncie, Indiana, its chairman, provided an especially interesting session.

Mr. Charles G. Reigner, of H. M. Rowe Company, spoke on Secretarial Studies, stressing the importance of English and other subjects in the course. A very effective and valuable exposition of the standardization of courses was provided by Mr. C. M. Yoder, of the Wisconsin State Normal School, Whitewater. Mr. Yoder pointed out that the basis of all standardization must be the needs of the community, and that as public

standards grow, standardization must keep pace. He dissipated the impression that standardization is a static thing—it is not the establishment of an absolute standard, and then adhering to it, all else regardless—but it is progressive and must change constantly. The program was concluded by an interesting account of some experiences by Mr. Charles L. Swem, managing editor of the *Gregg Writer*. Mr. Swem told in detail of some of his work reporting the President of the United States, touching upon the teaching and practice of shorthand abroad and in this country.

△ △ △

Maine

Report by R. McMasters

THE teachers from all parts of the state of Maine gathered in Bangor, October 26 and 27, for one of the most interesting and profitable conventions in the history of the Association. Great credit is due President G. Herbert Foss, of Fort Fairfield.

The Commercial Section held two meetings on the third floor of the high school building. Principal H. W. Mann, of the Maine School of Commerce, Auburn, was chairman of the section and is deserving of credit for his leadership. He has learned the fine art of asking questions, and he made the Round Table conference on Thursday afternoon an important factor.

On Friday morning the teachers again met and Mr. Mann introduced as the first speaker, Mr. George L. Hoffacker, of the Boston Clerical School, Boston, Massachusetts. Mr. Hoffacker, spoke on Present-Day Tendencies in Commercial Education, handling his subject in a masterly way, just as we expected he would. Whenever Mr. Hoffacker appears on the program we know he has something worthwhile to say. The teachers who heard his talk took away with them a greater sense of their responsibilities and opportunities.

Mr. Hoffacker was followed by Mr. James E. Downey, headmaster of the High School of Commerce, Boston, who spoke on The Organization of Commercial Education. Mr. Downey and his work at the High School of Commerce are well known throughout New England and he is always welcome on commercial programs. He brought with him forms used at his school and pointed out the important points in the organization of commercial courses.

The commercial department work in the state of Maine is progressing. Teachers are looking forward to bigger and better things.

△ △ △

Michigan

THE Commercial Section of the Michigan State Teachers' Association, under the leadership of Miss Louella D. Arnold, of Hastings, chairman, and Mr. Roy Peterman, of Muskegon Heights, secretary, provided a very interesting and instructive meeting. It was held at Grand Rapids, October 27.

A noteworthy address was by Mr. Ira Blossom, a prominent business man of Grand Rapids, who spoke on What the Business Man Expects of Commercial Education. Mr. Blossom dealt with the fundamentals of business—honesty, care, punctuality, spelling, and (*Continued on page 122*)

Shorthand Gymnastics

By W. W. Lewis

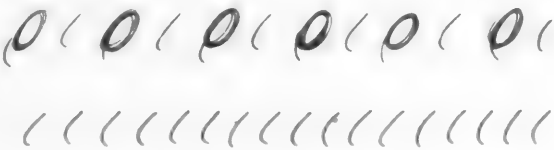
Head of Theory Department, Gregg School, Chicago

THE important feature of the downward stroke is to maintain the proper slant. The slant is highly essential for ease in executing the different joinings.

Again we start with the longhand letter. Note how similar the shorthand stroke for *b* is to the first downward stroke in the longhand letter *b*.

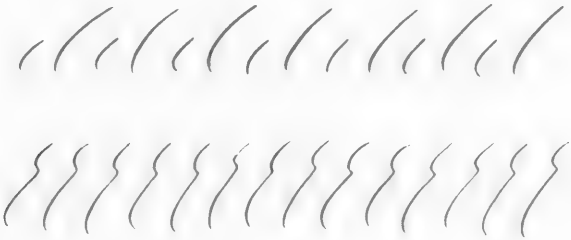
In making the oval drill keep the oval narrow. Be sure it is long enough to enforce an easy arm swing. Repeat the oval to the count *b-2-3-4-5-6-7-8-9-10*, following with the *b* stroke in the same rhythm. In writing the line of strokes, count in a similar manner but more slowly Be sure, however, it is with continuous rhythm. Observe that the stroke curves from the beginning, but the greatest curvature is at the bottom.

Increase the speed of the count on the drill for the *p* oval; otherwise, it is the same as for *b*.



In the alternating *p-b* drill guard the length carefully. Be sure the *b* is long. In the second line note that the joining of the *p* and *b* is inclined to

be smooth, thus doing away with the distinct stop between them and making for speed.

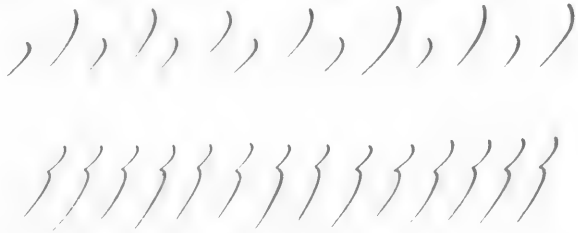


The shorthand stroke for *v* is similar to the first downward stroke in the longhand letter *v*.

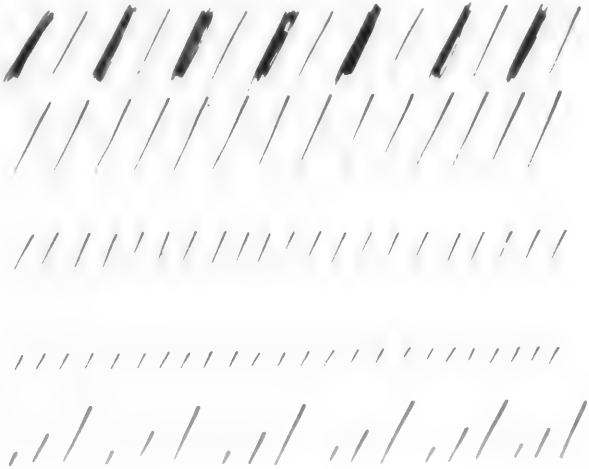
Repeat the oval to the count *v-2-3-4-5-6-7-8-9-10*, following with the *v* stroke in the same rhythm. The greatest curvature is at the beginning. Use a slower count on the line of strokes.

Increase the speed of the count on the drill for the *f* oval; otherwise, it is the same as for *v*.

In the alternating *f-v* drill, guard the length carefully. Be sure the *v* is long. See that both strokes curve well at the top. In the second line, do not stop unnecessarily long at the end of the first stroke.



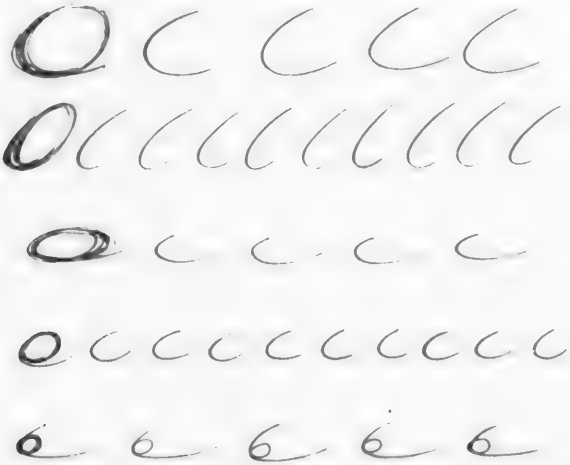
In making *sh*, *ch*, *j* a certain amount of finger motion is used, especially in *sh* and *ch*, but in executing these strokes one should not allow himself to pinch the pen. The count for the *j* drill is *j-2-3-4-5-6-7-8-9-10*, following with the *j* stroke in the same rhythm. The count is on the downstroke. The same drills may be used for *sh* and *ch*. In the last line, be careful to control the length of the strokes. Note how the strokes taper at the bottom, showing that the pen left the paper before the motion stopped.



For the *bl* and *br* combinations, etc., the oval is used as a drill. The count for the *bl* oval is *b-2-3-4-5-6-7-8-9-10*, swinging off with the *l* after the

count of *10*, following immediately with the *bl* in the same rhythm. Use the same count on each of the oval drills of this group.

In the last line, note that the circle fits snugly into the turn from the *p* into the *l*. The first outline is used as a drill and should be counted *p-2-3-4-5-6-7-8-9-10*, following with the outline *pal* without any pause between it and the drill.



✣ ✣ ✣

Reports of Conventions

(*Continued from page 118*)

accuracy, and gave a very interesting account of his dealings with hundreds of young business neophytes.

Mr. Arthur Reed, head of the commercial department of Muskegon High School, read an instructive paper on The Cultural Value of Commercial Subjects. Mr. Reed advocates the placing of bookkeeping and shorthand along with mathematics and languages on a perfect equality, contending that these commercial subjects function in life more completely than do the academic courses and are therefore entitled at least to as high a ranking.

Miss Helen Bruenig, teaching at McLachlan's Business University, Grand Rapids, provided the session with a remarkable demonstration of fast writing on the blackboard. Miss Bruenig has done reporting work and is to be classed among the fast writers of the country.

The session was concluded by a talk by Mr. Swem on his Experiences as Personal Stenographer and Reporter to President Wilson.

Central Ohio Teachers' Association Convention

Columbus, Ohio, October 27 and 28

THE Commercial Section of the Association had the largest attendance in its history. The meeting was held in the Assembly Hall of the Elks' Club, and the hall was full. In a very gracious little speech, Mr. R. E. Hoffhines, head of the commercial department of the High School of Commerce, Columbus, extended a Welcome. Mrs. Rose Conway Hannon, the secretary, read the minutes of the previous meeting, which were approved. The chairman, Mr. George R. Zimpfer, then introduced Mr. John Robert Gregg, as the principal speaker.

After a few preliminary remarks about the growth of commercial education, Mr. Gregg gave an interesting account of his recent experiences in taking control of the De Bear Schools —the largest chain of commercial schools in Great Britain and Ireland. His remarks were interspersed with many humorous incidents that happened in various places. He paid a tribute to the fine work accomplished by his assistants, Mr. Charles I. Brown (nephew of the late G. W. Brown, founder of the famous chain of Brown's Business Colleges in Illinois and other central states) and Mr. Harold H. Smith, of New York. As the need of practical education was keenly felt in Great Britain and the results secured in general were very unsatisfactory, Mr. Gregg believed, he said, that there was a great field of opportunity for the introduction of improved methods, particularly in the teaching of shorthand and typewriting. The teachers and the school authorities were much more receptive, and much less conservative than he had anticipated. As an illustration of the effects of the introduction of new methods and the interest aroused by them, he mentioned that the De Bear Schools for the first two weeks of the opening of the season showed the largest enrollment in their history, larger even than during the war times when there was an unusual demand for office workers; and by October first more than one-third of the schools had exceeded their entire enrollment for the previous year, with still three months to go.

Turning to the position of commercial education in the United States, Mr. Gregg declared his belief that commercial education would continue to grow, for the simple reason that it supplies a fundamental need in the educational system. This is a commercial and industrial nation: commercial education came up from the people, and sometimes it had to make its way in the face of the open and latent hostility of the people "up above" in the educational world. These "higher-ups" had a veneration for the classic and the cultural, and, not having had any experience in teaching commercial subjects, they did not realize that these subjects were not only utilitarian—a hateful word to the classical man—but also, in the highest degree, educational. The place of commercial subjects in the educational system is assured; but there is no doubt that there are some factors which may menace the extension of the teaching of commercial subjects. One of these factors is the neglect of the fundamentals and the tendency on the part of some to pattern the course of study in

accordance with the wishes of academic professors. He desired to say that he had no antagonism to the classics, or the colleges. As Sir James Barrie said in his famous address on "Courage," as Rector of St. Andrews University, he would as soon think of arguing against their having tops to their heads as arguing against the classics. But he did believe that, as only a very small percentage of young people could attend college, it is their privilege as commercial teachers to prepare the largest percentage of young people to earn a livelihood and become useful citizens. Now as commercial education came in response to a demand from the common people, if it is to continue to grow, it must keep close to the common people and their needs.

Another menace is the subtle propaganda which is being conducted against commercial education by the league established for the extension of the teaching of classical languages and other subjects. This propaganda has, unfortunately, the support of several leaders of commercial education who are ambitious to stand well with the "higher-ups" and who are toadying to them in the hope of preferment. These men are probably sincere enough, but as they have gone away from the active teaching of commercial subjects and have associated with the professors, they have forgotten even the simple, direct, natural language of commercial subjects. When they talk nowadays, they outdo even their academic associates in the use of highly technical and abstruse pedagogical jargon. The effect of this propaganda is to push the practical subjects out of the beginning years of the high school course and out of the junior high school and intermediate school. If this movement succeeds to any extent, it will mean a great decline in the teaching of commercial subjects in both public and private schools. There are some subjects in the course which require the cultivation of manual dexterity and in which great skill can not be acquired unless they are studied early in life while the fingers are still ductile. Among these subjects are penmanship, shorthand, and typewriting. There never was a great shorthand writer who did not begin the study early in his 'teens, and the typewriter people have found that no one is likely to become a very rapid operator of the machine unless he or she starts when very young. All shorthand writers and all typists do not need to become highly expert, but, nevertheless, the younger the students are when these studies are taken up, the larger will be the percentage of successes at the various stages of the work. Besides, the study of shorthand and typewriting has a very marked effect in increasing the language power and the vocabulary of the students.

Mr. Gregg urged the teachers to exercise vigilance in watching these attempts to limit the teaching of commercial subjects on one pretense or another.

The next speaker was Mr. E. B. Hawes, Chief of the Division of Examination and Licensing, who gave a short talk explaining the Certification of Commercial Teachers in Ohio. Ninety per cent of the commercial teachers of the state are properly qualified, Mr. Hawes stated.

Mr. Charles G. Reigner spoke briefly on the subject of secretarial teaching.

The election of officers resulted in the selection of George H. Zimpfer, of

the High School of Commerce as chairman and B. D. Postle, Roosevelt Junior High School, Columbus, as secretary.

In the evening there was a dinner for the Commercial Section at the Elks' Club. Mr. Hoffhines presided. The speakers were Mr. Robert Schryver, president of the Citizens' Trust and Savings Bank, who spoke on Improved Business Preparation, and Mr. Gregg, who related a number of humorous teaching and travel episodes.

▲ ▲ ▲

Hudson River Valley

Report by Harold H. Smith

OFFICERS

PRESIDENT: R. H. Meyers, Poughkeepsie High School
VICE-PRESIDENT: Vera L. Mason, Beacon High School
SECRETARY-TREASURER: Jennie Parkton, Haverstraw High School
CHAIRMAN OF REGENTS' COMMITTEE: Edith Crane, Part-time School, Port Jervis

ABOUT thirty teachers assembled at the Beacon High School on Saturday, November 4, 1922, for the regular fall meeting of the Hudson River Valley Association of Commercial Teachers. Mr. Meyers of Poughkeepsie was in the chair. Mr. F. A. Wilkes, State Specialist in Commercial Education, was also present.

Two speakers favored the association with their presence—Mr. S. B. Koopman, of the Theodore Roosevelt High School, New York; and Mr. E. W. Barnhart, of the Federal Board for Vocational Education, Washington, D. C.

Mr. Koopman detailed in an interesting manner his method of introducing the student to a study of accounting, which he treated as corelative with bookkeeping. His long experience both in high school and teacher-training work at Columbia University and elsewhere has led him to develop the students' ability to reason from the outset, thus making the work more truly educational and less purely mechanical. Further, his method involves a presentation of each individual students' bookkeeping problems to him in such a way as to enable him to understand thoroughly and work out the more complex situations as they occur.

Mr. Barnhart briefly sketched the history of public schools in this country, pointing out that the first public schools were organized for the purpose of commercial education, as also were the first public secondary schools—at least in part. After tracing the ebb and flow of the academic and vocational tendencies in public education, he directed attention to a number of charts which illustrated in detail the preliminary returns from the Senior Occupational Survey which his department has been conducting throughout the country. These charts suggested many things of vital interest to commercial teachers and will prove more and more valuable as the survey progresses.

Mr. Meyers submitted a plan for

organizing shorthand and typewriting contests in the district for next spring and tentative rules were mimeographed and presented to those present. At Mr. Wilkes' suggestion the matter was referred to the Regents' Committee and the Association's officers with power to act about the first of January.

The spring meeting will be held on March 24, 1923, at the High School, Newburgh, New York.

▲ ▲ ▲

Eastern New York

Troy, New York, November 11, 1922

Report by Frances Callahan, Troy High School

OFFICERS

PRESIDENT: Frances Callahan, Troy High School
VICE-PRESIDENT: W. Harrison Smith, Albany Part-time School
SECRETARY: Maud Hinckel, Mechanicville High School
CHAIRMAN OF REGENTS' COMMITTEE: J. C. Terrill, Albany High School

THE meeting was opened with an address by Mr. Elmer E. Stanton, of the Pioneer Building and Loan Association, "Suggestions as to What the Commercial Teacher Should Know and Teach regarding the Building and Loan Association." This was a lucid, interesting address, and a live discussion followed.

The next number was given by Mr. F. A. Wilkes, State Commercial Specialist, who gave a splendid paper, "The Present Status of Office Practice Courses." This was given in his usual vein and was much enjoyed.

A box lunch was then eaten in the Tea Room of the building on the fourth floor of the school, when many moot questions were informally discussed.

The afternoon program opened with the "Teaching of Commercial Arithmetic," by Mr. Garry M. Barnes, head of the Troy High Commercial Department. Mr. Barnes is a veteran teacher of this subject and always makes it deeply interesting. Discussion of this subject was spirited.

Mr. Wilson, Specialist in Vocational and Industrial Education, gave an illuminating paper on Commercial Education as a Department of Vocational Education. This, too, was splendidly presented and perhaps made it clear to many commercial teachers who had not previously recognized the close tie that should bind commercial and purely vocational and industrial education.

△ △ △

Westchester County

Report by Harold H. Smith

THE regular fall meeting of the Westchester County Commercial Teachers' Association at White Plains, N. Y., November 17, proved to be "the best yet," and that is saying a great deal if recent meetings are remembered. A large court room in the

Westchester County Courthouse at White Plains was filled with about a hundred teachers, heads of departments, and principals, all intent on bringing to the meeting problems of their own and on carrying away profitable suggestions made by others. The hour was 4 p. m. A spirited discussion of tentative changes in the state commercial syllabus resulted in several alterations in the recommendations subsequently authorized for consideration by the state department of education. A short business meeting followed.

Mr. F. A. Wilkes, state specialist in commercial education, explained the workings of his department so that the teachers might be able to appreciate the difficulties surrounding the routine of handling examinations, appeals, etc., and also that they might realize the supreme care taken to insure fair and impartial examinations.

Mr. Lewis A. Wilson, state specialist in vocational education, strongly presented the need of constructive work by commercial teachers along lines already developed by many industrial unions and business concerns. The possibilities of effecting great human and financial economies and their bearing upon solving the immigration and labor problems of our country were never more strikingly brought home. He particularly recommended research locally and sectionally to discover the vital needs of business men instead of blindly following the traditional course provided in the past for teaching commercial subjects.

At 6 p. m. dinner was served in a nearby hotel. Tasty cards were provided, bearing the title "Me'n U Corporation" and itemizing the courses as "Sinking Fund," "Articles to Incorporate," "Watered Stock," "Capital Stock," "Stock Donated," "Common Stock," "Bonus," "Preferred Stock," and "Surplus." It proved a most pleasing, satisfying, and digestible meal. (We hasten to translate just one item—"Preferred Stock" materialized as pie a la mode —Um-m-m.)

After the dinner, Hon. Frederick A. Wallis, formerly U. S. Commissioner of Immigration at Ellis Island, delighted the gathering with an address on "Immigration, An Economic Problem." From the wealth of his experience at Ellis Island he drew story after story to show that the immigrant of the present is potentially as valuable to the United States as those of the past; but he emphasized that by blundering red tape and bureaucratic mismanagement we might (and frequently do) make an anarchist of him at the very gates of the country. He declared our problem was not "immigration, but the immigrant." Above all things he urged a process of selection and elimination before the prospective immigrant sailed for an American port, with a reduction in the number of arbitrary tests which do not always function to keep out undesirables and often prove a bar to the entry of desirable aliens. Lastly, he stressed the part the teacher plays in making loyal citizens of immigrants and their children. Here he made a suggestion which was loudly applauded—that if each immigrant did not, within the five years required for him to complete the process of becoming naturalized, apply for citizenship, he should be automatically returned to the country from which he came.

The spring meeting of this association will be held on March 16, afternoon and evening, at the Yonkers, New York, High School.

DICTATION MATERIAL

to Shorthand Plates in *The* GREGG WRITER

Little House of Christmas

Little House of Christmas, in your white lane set,
Half-way twixt the highways of Remember and Forget,
Once a year your windows wake with welcome taper glow,
Once a year your gate swings wide to feet of long ago.

Little House of Christmas, all drifted deep with snow,
Holly decked and sweet with fir and hung with mistletoe,
All the roads of all the world cheerless were, and drear,
Were your blazing Yule logs quenched that beckon once a year.
(81)

Anne Lee, Peacemaker

By Helen Moriarty

(From "The Extension Magazine" July 1921—Reprinted by permission of the publishers.)

Gerald McCort glanced at the card that his office boy laid before him. Then he frowned.

"Mr. Reams is out there, too," the boy said. "Do you want him to come in first?"

"Yes, let him come and tell the lady to wait," his brow clearing magically.

"Hello, Shorty!" he called genially, as the door opened a moment later. "Come in and sit down, old chap. You're just in time to save my life."

His friend smiled amicably. "Well, I'm some little old life saver," he remarked. "And while I think of it, there's a young person in the outer office who looks as though she might know something about First Aid to the Injured Employer."

McCort groaned. "That's it!" he exclaimed. "Look there," throwing a card across the desk tragically. "What do you think of a name like that? 'Miss Eugenia Hemsteger'—what? Why can't they send you a stenographer once in a while named Mary Brown, or Jane Smith, or Ellen Foley? Something like that. Give you my word that's the seventh in three weeks with a name as long as a broom handle!"

"Why, this is a nice name," Reams remarked, looking at the card. "The trouble with you is you don't know a pretty name when you see it. 'Eugenia.' There's music in that, and—er—dignity, and—"

"Oh, stop it!" crossly. "I'm not looking for music in names—I'm after ability—and I've learned to distrust these people with long-tailed names. They all seem to be incompetent." And the secretary of the Grant By-Products Company sighed profoundly.

"I know what's wrong with you," Reams arraigned him. "You miss Anne Lee. You can't get any one to take her place."

McCort nodded gloomily. "That's right. We can't."

"Then why not get her back?"

"She won't come. At least, we can't find her."

"Can't find her?" incredulously. "Why, where's she gone?"

McCort shrugged. "I'm sure I don't know. She doesn't answer our letters, and—and we can't get her by telephone. I don't blame her, I must say. She certainly got a raw deal here."

"What was it? I never heard the real reason she quit."

"Well, it was this way. Anne Lee had been here since she was seven-

teen,[375] and somehow her salary hadn't increased with her years of service. In the last analysis it was nobody's fault, either—just an oversight, but—well,[400] it lost us Anne Lee. She was, as every one knows, extraordinarily efficient and a splendid worker, tireless and capable, plus. She took care of[425] my work, and two of the department heads, and she farmed out very little of it. I assumed, and I suppose the other men did[450] too, that she was getting a suitable salary. But with all her other qualities she was very backward about asking for her rights, and when[475] she didn't ask she didn't get them. Then all of a sudden she learned that the Chief's new stenographer was getting a hundred and fifty[500] a month, and it made her wild. She flew into a rage, told us all what she thought of us and threw up her job[525]—just like that!" snapping his fingers.

"How many does it take to do her work?" was the shrewd question.

McCort grinned faintly. "Three, and then[550] they don't do it. The first one spelled By-Products 'Bye,' and when I gently suggested that if she didn't know how to spell the[575] word she might take a look at the letterhead, she said: 'Gee whiz, I don't have time to look at the letterhead the way I[600] have to grind out letters here!' And she flirted a sheet of paper in the typewriter and tilted her chin at me defiantly as much[625] as to say, 'Now another word and I'll quit!' She got the word all right! The next one, whose name was Miss Linthicum—get it?[650]—Lin-thi-cum—took my letters 'on the machine,' as she said. Well, when I got 'em to sign they certainly looked as though they[675] had been done on a machine going sixty miles an hour, the way the letters jumped the lines and wiggled around."

He paused and looked[700] at Reams aggrievedly.

"But the one that carried in the last straw," he went on as Reams said nothing, "left yesterday, calm and agreeable to[725] the end. She was a fairly good stenographer, if you let her alone. That is, you—I mean I—must never tell her to hurry[750] with those letters or anything like that. If I did she would fix me with a dignified eye and inform me that she was working[775] just as hard as she could, and more any girl could not do. Then she got into the habit of coming in late every afternoon,[800] and when I ventured to mention it one day, as politely as possible, she spoke to me coolly in this wise: 'Mr. McCort, I can't[825] help it if I am a little late. I don't eat much in the morning and I must eat a good dinner at noon. You[850] know there's no restaurant around here and it takes me ten minutes to reach one and ten minutes more before I can get waited on[875]. And I can't eat fast for it gives me indigestion, and if I rush back in the hot sun I get overheated.' What? Honestly, she[900] reeled off all that and much more with the inexorable logic of a teacher reasoning with an obstreperous pupil—"

Reams burst out laughing. "And what[925] did little Gerald say?"

"What could I say? I couldn't command her to court indigestion and a sunstroke, could I? But," dejectedly, "she didn't stay[950] long anyhow. She got a job down town, presumably next door to a good restaurant." He laughed a little to keep Reams company, but gloom[975] soon enveloped him.

"It's no laughing matter, I can tell you. Anne Lee had been here so long that she had her eye on everything.[1000] The rest of the girls looked up to her and did just as she told them, and the consequence was we had order everywhere. Now[1025] the filing has gone to smash — everything's disorganized. The—the fact of the matter is—" McCort found himself looking guilty —"we didn't really know how[1050] valuable Anne Lee was until she was gone."

"You never miss your home brew till they quit selling the malt,"

observed Reams with genial philosophy.[1075] "Now maybe you'll appreciate Miss Eugenia What-do-you-call-her if she turns out to be a jewel."

"No such luck," grumpily.

"Do you[1100] mean there's no such luck that you'll value her, or no such luck she will turn out to be a jewel? Because—"

"Oh shut up,[1125] Shorty—you know what I mean! By the way," curiously, "how did you come out with your father in the little matter you told me[1150] of?"

"I came out—through the front door." His face fell into stern lines. "He couldn't see things my way, and I wouldn't stay and[1175] be treated like a child. So I'm in search of a job."

"Too bad," said his friend mechanically. An eager gleam had come into his[1200] eye. "Look here, Shorty," he went on, "why not come back to us? You can have your old desk in this department. You know the[1225] work, and you know Anne Lee's methods. You could soon gather up all the loose ends. Of course I know it's only a question of[1250] time until your Dad'll be after you."

Reams shook his head. "I'm looking for a permanent job, Gerry. Exactly what is it you're offering me?[1275] My old job," quizzically, "plus some of Anne Lee's managerial work? I hope you wouldn't expect me to take her place with the girls."

"Not[1300]—not exactly." McCort took him seriously. "But you know how Anne Lee handled them, and you have a way with you, Shorty. You could bring[1325] order around here in no time. What say?"

"It's a go—for four hundred per."

McCort fell back in his chair. "Four hundred a month![1350] Have a heart, Shorty! Practically I'm just making this place for you—"

Shorty laughed cynically. "You mean you're making several places for me, don't you?[1375] My own old job, and part of Anne Lee's—general utility person, as it were. Some performance, I'll say!"

"But four hundred a month—"

"Take[1400] it or leave it!"

"I'll have to put it up to the directors and I'm afraid they'll raise a kick."

"All right." Shorty got up[1425] briskly. "I have a couple of other prospects. If," and he grinned cheerfully, "they don't nail me on sight I'll see you later for the[1450] fatal decision."

"Oh, well, call it a deal," McCort said quickly. "I'll fight it out with the directors later. Now, you young robber," slapping his[1475] friend on the back and looking as relieved as he felt, "when can you go to work?"

"What's the matter with right now?" Reams looked[1500] around him, eager and alert. "It'll take me a while to get the run of things again, and then those loose ends you spoke of—"[1525]

"Oh, by the way, you hire the stenographers after this! That'll be one agreeable way of earning your salary." McCort smiled maliciously. "And you can[1550] begin on the one outside—Miss Eugenia—where's that card? Oh, Hemsteger. Go to it, son, put her through her paces and if she's any[1575] good hire her at a hundred. I've got to go across town." And the Secretary of the Grant By-Products Company left the office in[1600] better spirits than he had enjoyed for some time.

"A great piece of luck," he ruminated, "to get Shorty back. He knows the office like[1625] a book, and he's such a good fellow everybody likes him. Knows what he's worth too," with a rueful chuckle. "But he'd be surprised if[1650] he knew how well satisfied I am with the bargain." (1660)

(To be continued next month)

What I Have Learned From Napoleon

Under the glass top of my desk I have just two permanent exhibits. One of them is a slip of paper on which

are typewritten[25] three maxims of one of the most interesting men I ever knew, the late E. H. Harriman. Business mottoes are a habit of our day.[50] But for compressed common sense I have seen none to surpass these three. To Mr. Harriman they were more than mere phrases: he made them[75] a part of the fiber of his business life. Here they are:

To dodge difficulties is to lose the power of decision.

It is never[100] safe to look into the future with the eyes of fear.

Many spoil much good work for the lack of a little more.

The other[125] permanent exhibit on my desk is a portrait of Napoleon. It antedates the Harriman maxims in my life by a good many years, for, as[150] a matter of fact, it made its appearance on the first real desk I ever owned, and I have kept it before me ever since.[175] It is there partly as incentive, partly as warning, because I have learned more useful lessons from Napoleon than from any other character in history.[200]

To me, Napoleon is humanity—at its best and at its worst.

Some great men have lessons for our youth; some for our middle age[225] and some for our declining years. But the career of Napoleon keeps step with a man's ambitions and difficulties straight through to the end. I[250] have yet to face a serious problem, or a real temptation, which did not have in his experience its fitting parallel of encouragement or of[275] warning.

Our business is manufacturing of a very special kind. One might suppose that only a technical sort of information would be valuable in it.[300] Yet I, like many other business men, have found that almost every bit of information I have ever gathered, no matter what the subject, has[325] at some time proved useful to me. And for this enthusiasm for reading I am partially indebted to my friend Napoleon. He, of course, had[350] a tremendous facility in gathering facts. One of the first things that impressed me about him was his love of books. To get books, as[375] a young man he denied himself almost everything—even proper clothes and nourishing food.

"I lived like a bear," he said afterward, "always alone in[400] my room with my books, then my only friends. And those books! By what strict economies, practiced on actual necessities, did I purchase the enjoyment[425] of possessing them!"

Out of such joys grew a kind of education that few men ever acquire. On his Egyptian expedition he discussed science with[450] the scientists whom he had taken with him. He could argue points of law with lawyers. He knew something of art. History and the biography[475] of great men were his daily bread.

A hundred times in my career some bit of reading which I had done long before without any[500] thought of its application to the job in hand has popped into my memory in a way that proved exceedingly helpful.

"Show me a family[525] of readers," Napoleon is quoted as saying, "and I will show you the people who rule the world."

Napoleon had genius of a marvelous sort[550]; but he put behind it an amount of hard work that almost staggers the imagination.

"Work is my element," he said when a prisoner at[575] St. Helena. "I was born and bred for work. I have known the limitations of my legs, I have known those of my eyes, but[600] I have never been able to discover my limitations for work."

I owe in some measure to my study of the "Little Corporal" my habit [625] of diversified reading; my passion for definite, detailed information; my willingness to take a chance; and my habit of thinking in large figures. For all[650] this I make grateful acknowledgment. But it is the negative help Napoleon has brought to me—the lessons I have learned from his mistakes, rather[675] than the inspiration I have gained

from his successes—that I count most permanently valuable.

For Napoleon, in spite of all the glamour which history[700] has cast about him, was, after all, the greatest failure of history. His conquests brought neither prosperity to his own land nor peace and satisfaction[725] to himself. He might so easily have built permanently—if only there had not been those great fatal defects that destroyed him. They are not[750] peculiar to him. In some degree or other they threaten every one of us.

The great danger of success is that it tends to breed[775] in a man pride in his own opinion; and pride, as the Bible puts it, goes before a fall. There was no place in Napoleon's[800] plan of things for advice or advisers. "I judge by my own judgment and reason," he wrote proudly, "and not by the opinions of others."[825] In the final analysis a man must, of course, rely on his own experience and judgment. But self-reliance is quite a different thing from[850] arrogant bull-headedness. Napoleon wanted to invade England. As long as her power was unbroken he knew that his plans of world conquest must fail.[875] With elaborate preparations he trained his troops and marshaled them along the French side of the English Channel. Even while he still hesitated to make[900] the attempt Fate came along and put into his hands a weapon which might have given him victory.

The weapon was the steamboat; it would[925] have made him independent of wind and tide in his attempt to cross the channel. Fulton, knowing his ambition, had brought it to him. And[950] Napoleon would not even see him! Without a moment's investigation he branded the inventor as a "charlatan" and sent him away. That same impatience at[975] advice, which turned Fulton away without a hearing, reddened the snows of Russia with the blood of the Grand Army, and prepared the way for [1000] the end.

Whenever things seem to be going particularly well in our business, I look at the picture of Napoleon, and hold a serious little session[1025] with myself. "Don't make the mistake of thinking you know it all," I say. "You never can tell what minute one of your stock clerks[1050] is going to hit on an idea which will cut your expenses ten per cent. To-morrow morning a ragged-looking individual named Fulton, may drift [1075] in here with a notion worth a year's profits."

So my contemplation of Napoleon's career has bred in me a certain wise humility as regards[1100] my own judgment. And it has given me, also, a heightened respect for the value of real friends. It was the tragedy of Napoleon's career[1125] that he could capture everything in Europe but friendship. When there were rumors that he was sick in Russia and would never return, not one[1150] man in Paris took thought for his little son, as Napoleon had asked and provided. Every man thought only of what benefit Napoleon's death would[1175] be to him. None of his marshals, none of his brothers, was ever admitted to his confidence. There was in his heart no real respect[1200] for humanity.

So I am grateful to Napoleon for teaching me the value of good advice in business, the value of friends, and the value[1225] of truth. But particularly I like to go back over his career for its reminder that material success, in itself, is a dry and profitless[1250] thing for a man to receive in exchange for his life. (1261)—*The American Magazine.*

Lesson XVII

WORDS

Condescendingly, diagram, Stonington, fellowship, neuritis, laughingly, improbability, verification, censorship, touchingly, illogical, froward, admiringly, telegram, personification, flexibility, leeward, gesticulate, methodical, purification, miracle, tremblingly, capability, obstacle, rudimental,[26] capitulate. (26)

SENTENCES

The people of this neighborhood are very sentimental. What qualifications are necessary for this clerical position? The medical corps will be stationed at Stonington. He[25] earns his livelihood by speculating in wheat. Mr. Dillingham was operated on for appendicitis. He is very radical in his views and says he will[50] oppose the ratification of the treaty. It is pleasant to hear a well modulated voice. The plausibility of his story can not be doubted. (74)

Lesson XVIII

WORDS

Plurality, asperity, inactivity, fantastic, serenity, phonographic, rapacity, irregularity, sanity, rheumatic, orthography, indignity, posterity, prophetical, severity, conformity, sociologist, heretic, velocity, locality, mediocrity, lexicographer, acoustics, levity, rustic,[25] legality. (26)

SENTENCES

The legality of this document is in doubt. You should be careful in your use of the words "majority" and "plurality." The lexicographer has many[25] desirable characteristics. The psychologist was suffering from tonsillitis. His election was a reward for his fidelity to his political friends. The stenographer should understand how[50] to use the mimeograph. A chronological statement of the events that had taken place in the case was filed. (69)

Lesson XIX

WORDS

Free of charge, I would like to see, I am in possession, bill of exchange, I wish to thank you, office holder, is it not[25] a fact, first place, I am in a position, kindly let us hear from you, bill of sale, thank you for the order, writing this,[50] bank note, on that account, in such a state, free on board, they are sorry to report, on account of the question, Third Avenue, as[75] fast as, Gas Company, as follows, New York draft, as far as (you—*pronoun*) can, I am sure, we are very sorry, application blank. (98)

SENTENCES

I should like to see you from time to time in regard to the matter of which you spoke last night. You are aware of[25] the fact that all the work we have on hand will be completed by the end of the week. Kindly give us your opinion on[50] these matters by return mail. Of course, it is a well-known fact that the local transportation company can no longer handle the business. The[75] shipment was received in first-class condition and proved entirely satisfactory. Our legal department is attending to the claim against the War Department. (98)

Lesson XX

WORDS

Duluth, imprisonment, pungency, State of Minnesota, utterly, orange, moveable, administratrix, careworn, State of Mississippi, elegant, illegal, Dubuque, immerge, emerge, Grand Junction, arraignment, desirable, Attleboro, Hiawatha,[25] oppressive, ich, Roxbury, costliness. (29)

SENTENCES

Providence and the Attleboros are great jewelry manufacturing cities. The serving of the writs alone will be an expensive proposition. Hiawatha is a familiar Indian[25] name. Asheville, North Carolina, is noted as a famous health resort. The Lehigh Coal Company will deliver our coal next week. Careless work will not[50] lead to success. The United States Government is now restricting immigration. (61)

Supplementary Lesson Drills—II

LESSON V

Farce, thaw, Gus, clasp, callous, crux, greedily, Czar, slang, focus,

REDUCED FARES

On the Railroads for the Annual Meeting of the

NATIONAL COMMERCIAL TEACHERS' FEDERATION

At this writing seven Passenger Associations covering the United States and Eastern Canada have authorized reduced fares on the certificate plan, for the annual convention of the N. C. T. F.

Persons attending this meeting, and dependent members of their families traveling with them, should buy regular full-fare tickets to Chicago and get certificates from the ticket agents. Ticket agents are supplied with blank forms for this purpose. Do not take an ordinary receipt unless the ticket agent is not supplied with certificates.

When you arrive at the Hotel Sherman in Chicago go to the office of the General Secretary of the Federation and deposit your certificate or receipt. The Secretary will have all necessary details attended to and you may get your certificate on the last day of the convention.

After these certificates are validated by the General Secretary and by a joint agent of the railroads, it will entitle the holder to a reduction of one-half of the regular fare returning by the same route traveled in going to the convention.

Excursion tickets and tickets on electric roads will not be counted to help make up the number that we must have. Tickets may be bought for our meeting as early as December 22, and are good for the return trip up to January 3. This gives these tickets all the advantages of the holiday excursion tickets.

The railroads are allowing reduced fares this year for a smaller number attending conventions than they did last year. So there will be no doubt whatever about our having more than enough at the Chicago meeting to secure the one-half fare for the return trip.

Inquire of your ticket agent about these convention tickets a few days before you start for Chicago. Have him explain the certificate plan. In case you live on a line of railroad that does not belong to any of these Passenger Associations, buy your ticket to the nearest point on some railroad that does belong to one of the Passenger Associations, and then get another ticket from that point to Chicago and get your certificate with it.

Commercial teachers from California to Maine, and from Canada to Georgia are sending in their membership dues for 1922. Come thou and do likewise, if you have not already done so. It will save work at the convention.

Convention matters are coming thick and fast these days, but I will stop to make out a membership ticket any time.

Be sure to get that certificate when you buy your ticket for Chicago. It will save you money and help all the rest of us.

Very sincerely yours,

JOHN ALFRED WHITE, General Secretary

818 Monroe St., Gary, Indiana

path, sneeze, throb, spleen, engravings, flax, puzzle, sings, pleadings, pierce, thistle, spear, cranky. (23)

James will solve the puzzle for Jessie. Abe Lincoln split rails by the thicket. A brisk gale was blowing from the sea. Lizzie is picking[25] the geese in the shed. I know this course will not please the judge, because he told us he thought the public would not favor[50] it. (51)

LESSON VI

Coy, pouch, sly, alliance, enjoin, creation, howl, mohair, adieu, trout, driveway, coin, diet, Chinese, muse, miser, affiance, folio, fuse, cite, choice, mouse, acute, arise. (24)

Will you leave a light in the driveway for Ophelia? Please write me if you find you cannot be here on that day. The guy[25] wires broke because of the weight of the ice. The oil lamp is not fit for our use. The miser caught a fine lake trout[50] by the new buoy. (54)

LESSON VII

Pantry, lenses, cadence, sharpened, appendix, spaces, Tampa, aunt, assess, membranous, headed, mitten, hunted, yeoman, tosses, glances, demin, blond, devisee, entwine, damsel, pond. (22)

Mr. Hunt sent me a new Latin book. A heavy tax was assessed on Mr. Swinton's land. The tenant would not pay the taxes at[25] that time. We will try to make definite plans before the end of this month. The judge will assist you. We drifted from the dock[50] as day dawned. (53)

LESSON VIII

Cedar, dire, Esther, hankering, cashmere, storm, fostering, jars, charmers, bluster, daring, swimmers, ajar, warmth, larger, harmonize, sneering, worm, cater, divert, hazard, ardor, startle, surmise. (24)

You must first determine the validity of each certificate. The merchants in this territory are organizing a trust. This merchandise is no longer on sale.[25] Much coal is still in the yards. On what margin does this company work? The cashier was certain his servant did not turn in an[50] alarm. (51)

Business Letters

DISCREPANCIES IN ACCOUNTS

(From Gardner's Constructive Dictation, Page 137, Letters 9, 10, 11)

A. P. Frey,
Fulton, N. Y.

Dear Sir:

We acknowledge with thanks your remittance of $42.16.

We note your deduction of[25] forty-six cents as error in the price of one pound of Hall's Cotton on our invoice of February 18. Our records indicate that we[50] sent you one pound of this cotton in quarter-pound packages and the price of seventy-five cents should be correct.

If you did not receive[75] the amount as charged, kindly inform us and we shall be very glad to make a further investigation.

Yours very truly,(96)

Mr. B. O. Logue,
124 Belair Place,
Galveston, Texas.

Dear Sir:

There seems to be some mistake in your settlement of November[25] 30 in your deduction of $3.30 covering the return of 10 packages of Phonographic Needles.

No doubt this is merely a slip[50] in setting down the figures, as these needles were charged you at 33c only on our invoice No. 10928[75] of October 18. On their return we credited them to your account for 33c.

Will you not, therefore, please send us at[100] once the balance due of $2.97 so as to avoid further annoyance to you in this matter?

Yours very truly,(124)

Mr. James Pierce,
Saugerties, New York.
Dear Sir:

When you remitted $111.97 on October 24, you deducted $3.00[25] which we presume covers D4497 Comfortables.

If the price of these Comfortables was copied $3.25[50] on your invoice it was an error, as the extension of $22.50 for the 6 only you received was entirely[75] in accordance with our catalog price which was in effect when your order was received.

Please therefore remit this $3.00 deducted in error.

Should[100] we be mistaken in our contention and this deduction does not cover this item, we should appreiate a full explanation concerning the amount on the[125] inclosed sheet.

Yours very truly,(130)

A Day in October

By Charles Conrad Abbott

(Official O. G. A. Test)

The haze, the quiet, the soft south wind, and towering trees, still green of leaf, and ribboned with scarlet creepers, twining from trunk to twig,[25] give this perfect day that combination of color in perfection which is the great seal of the month of October. The harsh scream of the[50] blue-jay waxes musical at such a time; nothing seems crude or out of place. The squat, broad-leaved oaks now show the deepest green.[75] So tough and leathery are their leaves that the late frost could not affect them. The white pine, swamp-white, red, and chestnut oaks all[100] cluster here either on the slope of the hill or in the level meadow, and show the effect of frost, if that it was which[125] changed the color of their leaves; but this sturdy oak laughs at all such cold snaps and will wave green leaves until November, perhaps later,[150] and then drop them down to Mother Earth, tough, shining, unbroken, and brown as the polished chincapins upon which they fall.(171)

—*From "Upland and Meadow."*

The Sire de Maletroit's Door

By Robert Louis Stevenson

(Continued from the November issue)

On the steps in front of the altar knelt a young girl richly attired as a[3625] bride. A chill settled over Denis as he observed her costume; he fought with desperate energy against the conclusion that was being thrust upon his[3650] mind; it could not—it should not—be as he feared.

"Blanche," said the Sire, in his most flute-like tones, "I have brought a[3675] friend to see you, my little girl; turn round and give him your pretty hand. It is good to be devout; but it is necessary[3700] to be polite, my niece."

The girl rose to her feet and turned toward the newcomers. She moved all of a piece; and shame and[3725] exhaustion were expressed in every line of her fresh young body; and she held her head down and kept her eyes upon the pavement, as[3750] she came slowly forward. In the course of her advance her eyes fell upon Denis de Beaulieu's feet—feet of which he was justly vain,[3775] be it remarked, and wore in the most elegant accouterment even while traveling. She paused—started, as if his yellow boots had conveyed some shocking[3800] meaning—and glanced suddenly up into the wearer's countenance. Their eyes met; shame gave place to horror and terror in her looks; the blood left[3825] her lips; with a piercing scream she covered her face with her hands and sank upon the chapel floor.

"That is not the man!" she[3850] cried. "My uncle, that is not the man!"

The Sire de Maletroit chirped agreeably. "Of course not," he said; "I expected as much. It was[3875] so unfortunate you could not remember his name."

"Indeed," she cried, "indeed, I have never seen this person till this moment—I have never so[3900] much as set eyes upon him—I never wish to see him again. Sir," she said turning to Denis, "if you are a gen-

tleman, you[3925] will bear me out. Have I ever seen you—have you ever seen me—before this accursed hour?"

"To speak for myself, I have never[3950] had that pleasure," answered the young man. "This is the first time, messire, that I have met with your engaging niece."

The old gentleman shrugged[3975] his shoulders.

"I am distressed to hear it," he said. "But it is never too late to begin. I had little more acquaintance with my[4000] own late lady ere I married her, which proves," he added, with a grimace, "that these impromptu marriages may often produce an excellent understanding in[4025] the long run. As the bridegroom is to have a voice in the matter, I will give him two hours to make up for lost[4050] time before we proceed with the ceremony." And he turned toward the door.

The girl was on her feet in a moment. "My uncle, you[4075] cannot be in earnest," she said. "I declare before God I will stab myself rather than be forced on that young man. The heart rises[4100] at it; God forbids such marriages; you dishonor your white hair. Oh, my uncle, pity me! There is not a woman in all the world[4125] but would prefer death to such a nuptial. Is it possible," she added, faltering—"is it possible that you do not believe me—that you[4150] still think this"—and she pointed at Denis with a tremor of anger and contempt—"that you still think *this* to be the man?"

"Frankly,"[4175] said the old gentleman, pausing on the threshold, "I do. But let me explain to you once for all, Blanche de Maletroit, my way of[4200] thinking about this affair. When you took it into your head to dishonor my family and the name that I have borne, in peace and[4225] war, for more than threescore years, you forfeited, not only the right to question my designs, but that of looking me in the face. If[4250] your father had been alive, he would have spat on you and turned you out of doors. His was the hand of iron. You may[4275] bless your God you have only to deal with the hand of velvet, mademoiselle. It was my duty to get you married without delay. Out[4300] of pure good will I have tried to find your own gallant for you. And I believe I have succeeded. But before God and all[4325] the holy angels, Blanche de Maletroit, if I have not, I care not one jackstraw. So let me recommend you to be polite to our[4350] young friend; for, upon my word, your next groom may be less appetizing."

And with that he went out.

The girl turned upon Denis with[4375] flashing eyes.

"And what, sir," she demanded, "may be the meaning of all this?"

"God knows," returned Denis gloomily. "I am a prisoner in this[4400] house, which seems full of mad people. More I know not; and nothing do I understand."

"And pray how came you here?" she asked.

He[4425] told her as briefly as he could. "For the rest," he added, "perhaps you will follow my example, and tell me the answer to all[4450] these riddles, and what, in God's name, is like to be the end of it."

She stood silent for a little, and he could see[4475] her lips tremble and her tearless eyes burn with a feverish luster. Then she pressed her forehead in both hands.

"Alas, how my head aches!"[4500] she said, wearily—"to say nothing of my poor heart! But it is due to you to know my story, unmaidenly as it may seem.[4525] I am called Blanche de Maletroit; I have been without father or mother for—oh! for as long as I can recollect, and indeed I[4550] have been most unhappy all my life. Three months ago a young captain began to stand near me every day in church. I could see[4575] that I pleased him; I am much to blame, but I was so glad that any one should love me; and when he

passed me[4600] a letter, I took it home with me and read it with great pleasure. Since that time he has written many. He was so anxious[4625] to speak with me, poor fellow! and kept asking me to leave the door open some evening that we might have two words upon the[4650] stair. For he knew how much my uncle trusted me." She gave something like a sob at that, and it was a moment before she[4675] could go on. "My uncle is a hard man, but he is very shrewd," she said at last. "He has performed many feats in war,[4700] and was a great person at court, and much trusted by Queen Isabeau in old days. How he came to suspect me I cannot tell;[4725] but it is hard to keep anything from his knowledge; and this morning, as we came from mass, he took my hand in his, forced[4750] it open, and read my little billet, walking by my side all the while.

"When he finished, he gave it back to me with great[4775] politeness. It contained another request to have the door left open; and this has been the ruin of us all. My uncle kept me strictly[4800] in my room until evening, and then ordered me to dress myself as you see me—a hard mockery for a young girl, do you[4825] not think so? I suppose, when he could not prevail with me to tell him the young captain's name, he must have laid a trap[4850] for him; into which, alas! you have fallen in the anger of God. I looked for much confusion; for how could I tell whether he[4875] was willing to take me for his wife on these sharp terms? He might have been trifling with me from the first; or I might[4900] have made myself too cheap in his eyes. But truly I had not looked for such a shameful punishment as this! I could not think[4925] that God would let a girl be so disgraced before a young man. And now I tell you all; and I can scarcely hope that[4950] you will not despise me."

Denis made her a respectful inclination.

"Madam," he said, "you have honored me by your confidence. It remains for me[4975] to prove that I am not unworthy of the honor. Is Messire de Maletroit at hand?"

"I believe he is writing in the salle without,"[5000] she answered.

"May I lead you thither, madam?" asked Denis, offering his hand with his most courtly bearing.

She accepted it; and the pair passed[5025] out of the chapel, Blanche in a very drooping and shamefaced condition, but Denis strutting and ruffling in the consciousness of a mission, and the[5050] boyish certainty of accomplishing it with honor.

The Sire de Maletroit rose to meet them with an ironical obeisance.

"Sir," said Denis, with the grandest[5075] possible air, "I believe I am to have some say in the matter of this marriage; and let me tell you at once, I will[5100] be no party to forcing the inclination of this young lady. Had it been freely offered me, I should have been proud to accept her[5125] hand, for I perceive she is as good as she is beautiful; but as things are, I have now the honor, messire, of refusing."

Blanche[5150] looked at him with gratitude in her eyes; but the old gentleman only smiled and smiled, until his smile grew positively sickening to Denis.

"I[5175] am afraid," he said, "Monsieur de Beaulieu, that you do not perfectly understand the choice I have offered you. Follow me, I beseech you, to[5200] this window." And he led the way to one of the large windows which stood open on the night. "You observe," he went on, "there[5225] is an iron ring in the upper masonry, and reeved through that, a very efficacious rope. Now, mark my words: if you should find your[5250] disinclination to my niece's person insurmountable, I shall have you hanged out of this window before sunrise. I shall only proceed to such an extremity[5275] with the greatest regret, you may believe me. For it

is not at all your death that I desire, but my niece's establishment in life.[5300] At the same time, it must come to that if you prove obstinate. Your family, Monsieur de Beaulieu, is very well in its way, but[5325] if you sprang from Charlemagne, you should not refuse the hand of a Maletroit with impunity—not if she had been as common as the[5350] Paris road—not if she was as hideous as the gargoyle over my door. Neither my niece nor you, nor my own private feelings, move[5375] me at all in this matter. The honor of my house has been compromised; I believe you to be the guilty person —at least you[5400] are now in the secret; and you can hardly wonder if I request you to wipe out the stain. If you will not, your blood[5425] be on your own head! It will be no great satisfaction to me to have your interesting relics kicking their heels in the breeze below[5450] my windows, but half a loaf is better than no bread, and if I cannot cure the dishonor, I shall at least stop the scandal."[5475]

There was a pause.

"I believe there are other ways of settling such imbroglios among gentlemen," said Denis. "You wear a sword, and I hear[5500] you have used it with distinction."

The Sire de Maletroit raised the arras over the third of the three doors. It was only a moment[5525] before he let it fall again; but Denis had time to see a dusky passage full of armed men.

"When I was a little younger,[5550] I should have been delighted to honor you, Monsieur de Beaulieu," said Sire Alain; "but I am now too old. Faithful retainers are the sinews[5575] of age, and I must employ the strength I have. This is one of the hardest things to swallow as a man grows up in[5600] years; but with a little patience even this becomes habitual. You and the lady seem to prefer the salle for what remains of your two[5625] hours; and as I have no desire to cross your preference, I shall resign it to your use with all the pleasure in the world.[5650] No haste!" he added, holding up his hand, as he saw a dangerous look come into Denis de Beaulieu's face. "If your mind revolt against[5675] hanging, it will be time enough two hours hence to throw yourself out of the window or upon the pikes of my retainers. Two hours[5700] of life are always two hours. A great many things may turn up in even as little a while as that. And, besides, if I[5725] understand her appearance, my niece has something to say to you. You will not disfigure your last hours by a want of politeness to a[5750] lady?"

Denis looked at Blanche, and she made him an imploring gesture.

It is likely that the old gentleman was hugely pleased at this symptom[5775] of an understanding; for he smiled on both, and added sweetly: "If you will give me your word of honor, Monsier de Beaulieu, to await[5800] my return at the end of the two hours before attempting anything desperate, I shall withdraw my retainers and let you speak in greater privacy[5825] with mademoiselle."

Denis again glanced at the girl, who seemed to beseech him to agree.

"I give you my word of honor," he said.

Messire[5850] de Maletroit bowed, and proceeded to limp about the apartment, clearing his throat the while with that odd musical chirp which had already grown so[5875] irritating in the ears of Denis de Beaulieu. He first possessed himself of some papers which lay upon the table; then he went to the[5900] mouth of the passage and appeared to give an order to the men behind the arras; and lastly he hobbled out through the door by[5925] which Denis had come in, turning upon the threshold to address a last smiling bow to the young couple.

No sooner were they alone than[5950] Blanche advanced toward Denis with her hands extended. (5958)

(To be concluded next month)

Contest Material—280—Testimony

Q What happened to your left[450] eye?

A I had an open cut.

Q How big a cut?

A About an inch long.

Q Where else were you hurt?

A My[475] knees were all black and blue.

Q Both of them, or only one?

A Both | of them.

Q Tell us about your back.

A My[500] back was so sore I could hardly lie on it.

Q Were there any marks on it?

A No, there were no marks on it.[525] It must have been wrenched.

Q How long were you at home?

A I was at home from the thirty-first of October to the[550] fourth of December.

Q Were you in bed all or ||[3] only a part of the time?

A I was in bed for a week, and[575] then I was able to be about the house.

Q Who treated you during that time?

A Dr. Long.

Q How frequently did he call?[600]

A He called every day during the first two weeks.

Q Did your mother give you any treatment during that time?

A Yes, she rubbed[625] me all over while I | was sick.

Q Did she rub any particular part of your body?

A She rubbed my sore joints and my[650] knees.

Q With what?

A With some liniment that the doctor gave her.

Q How frequently did she do that?

A Every day for several weeks.[675]

Q You went back to work, you say, on December 4, 1920?

A Yes, sir.

Q Did you go to work at[700] | the same place?

A No, I went to Brown & Smith's factory.

Q That was near your home?

A Yes, sir.

Q How near your[725] home?

A I lived at 4200 and that was 4900. I thought the walk was short, and so I tried it.[750]

Q The distance was seven squares?

A The distance was seven squares.

Q Did you walk to and fro?

A Yes, | I walked to and fro.[775]

Q How long did you stay there?

A I stopped there from the fourth of December till the twelfth of January.

Q Did you quit[800] then?

A I just stayed home.

Q Why?

A Because I was so nervous that I was unable to sleep nights.

Q Just tell the[825] jury in what way you were nervous.

A I could not sleep at night I ||[3] was so nervous.

Q How, if at all, did it[850] affect your sleeping?

A I used to wake up at night and walk—(863)

(*To be continued next month*)

Short Stories in Shorthand

EQUIVOCAL

She—Have you seen the new bodies this season, Albert?

He—(Dopily) Solar, automobile, or Winter Garden, my dear? (19)

LIGHTS TO LITERATURE

"What are the classics, anyway?"

"Oh, they're the ones you buy for a dollar down and a dollar a month." (20)

HOW BILL GOT IT

Mother: Tell William he is mistaken. His dog isn't here, and he should look elsewhere for it.

The Small Interpreter: "Hey, Bill! My Ma says[25] yer a liar, and you better chase yerself outa here. (35)

THERE ARE OTHERS

"Miss Pounders."

"Yes, Mr. Dubwaite."

"I—er—hope you will not be offended if I'm a trifle curt, or even rude to you while Mrs.[25] Dubwaite is in the office."

"Certainly not, Mr. Dubwaite. This is not the first time I've worked for a married man with a jealous wife." (50)

NOT IN HIS LINE

In an after-dinner speech a popular novelist remarked: "The average popular novel shows on the novelist's part an ignorance of his trade which reminds[25] me of a village clerk. I entered the main street store of the village and said to the clerk: 'Let me have the "Letters of[50] Charles Lamb." '

" 'Post office right across the way, Mr. Lamb,' said the clerk politely." (64)

IN THE SOCIAL SWIM

Mrs. Greene has recently moved into the neighborhood, and seeing Mrs. Brown on the street one day exclaimed:

"Oh, Mrs. Brown, I am your neighbor[25] now. I live on the other side of the lake."

"Oh! how lovely," said Mrs. Brown. "I hope you'll drop in some day." (48)

Teachers I Would Like to Have—and Some Others

(*Continued from page 113*)

It is not enough for a shorthand teacher to say, "My aim is to develop speed." Each day as she meets her class she must have set up something definite to accomplish that day.

The desirable teacher must also recognize the meaning and importance of personality. Personality is not a mysterious something which some people possess and others do not. Everyone has a personality. One may have a strong, desirable personality, or a strong, undesirable personality, or a weak personality. Personality is the sum total of those personal characteristics of an individual which function in one's relationships with others. Most phases of personality do not merely happen, but can be developed.

The teacher must seek out and develop those characteristics of mind and body which are so essential in his type of work, such as a well-trained and developed intellect, ability to explain things clearly, accuracy of thought and speech, bodily poise, cheerfulness, frankness, firmness, honesty, fairness, scientific attitude of mind, leadership, etc.

He must learn how to bring all these constructive forces into action so that they will function in the most efficient, economical, thorough and effective way in doing things.

A NEW BOOK OF IDEAS
NEWS AND DICTATION MATERIAL

Bound Volume II of the

AMERICAN SHORTHAND TEACHER

is ready for distribution.

All the valuable teaching articles and material printed during the year in the *American Shorthand Teacher;* the school and convention notes of the year; as well as hundreds of pages of dictation matter collated and counted—can now be secured in one book.

A handbook of teaching service
Bound in Cloth, 442 pages

Price $1.50

THE AMERICAN SHORTHAND TEACHER, CHICAGO, ILLINOIS
631 SOUTH WABASH AVENUE

Send me .....copies of Volume II of THE AMERICAN SHORTHAND TEACHER for the remittance of $..... inclosed.

Name.....

Street or Box Number.....

City and State.....

Your name will be printed in gold on the cover if twenty-five cents extra is added to your remittance in ordering.

College Entrance Credits

(Continued from page 100)

are almost as short-sighted as was the small boy who was asked whether he would have a dime right away or a chance of going to heaven after a while, and who answered the question by an inquiry as to whether his questioner had brought the dime with him.

Few subjects can be of more direct return to the individual than can economics when it is rationally and practically taught. No subject will render a larger social service than will economics when it devotes itself primarily to the relationships, privileges, and obligations of men living in organized society.

Economics teaches plainly the usefulness of all necessary services rendered in the social system, and makes plain to those being trained that when a service is required there is nothing either high or low. It is a regrettable fact that those going into business have often apologized for themselves and have felt that their service was less worthy than are the services of those who were going into the professions. This unfortunate attitude can be eliminated only through a study of the science of society.

Economics Develops All-aroundness

Lastly, economics trains those studying it to see the all-aroundness of the social relationship. Present differences between labor and capital result from the inability, or the unwillingness of the factors in productive systems, to see the problems from all points of view. Labor has blind spots in its eyes; so, too, has capital; and, if perchance labor and capital temporarily make some adjustment of their conflicting interests, it is often at the expense of a third and even more important factor than either of them in the social relationship—the consuming public. America is just now going through a process of economic readjustment in which this largely interested "party of the third part" seems to be almost entirely lost sight of.

Thus, economics qualifies as a subject which has a direct service to contribute to the individual, and which in a larger way makes a contribution to social welfare. Over and above this, the subject offers an unusual opportunity for arousing interest in the society of the present, and of affording a general resumé of the commercial curriculum. Like geography, it is in the field of commercial studies a universalizing principle, representing as it does a relationship which is an outgrowth of the action and interaction of man and his physical environment.

Business Law

The third of the subjects which I am to consider has to do with the laws, the established procedure, and the fixed rules of business. While no one would hold that business law as taught in a commercial school offers a field for vocational activity, it is obvious that no man is safe in the conduct of his business who has not had some of the fundamental laws and procedures of business bargaining and administration clearly established in his mind.

We would, I am sure, all agree that the business man who is his own lawyer has a fool for a client, but we would equally agree that if the business man is to keep clear of litigation and not embarrass and complicate himself in his relationships, he is

under the necessity of knowing when he should consult a lawyer, the practices which he may safely engage in without advice of his attorney, and when he has entered into the field of doubtful legal rights and obligations.

A study of business law is sufficiently established as a branch of the general practice of law to give a body of material, a definiteness of field, and a breadth of interest which afford both a practical subject of study and an educational instrument of the first order.

As a commercial teacher and educational administrator for the past twenty-five years, I have had a good deal to do with the three subjects above mentioned. I have observed the effect of the study of these upon young people during the course of their secondary education, and have followed with interest the after-effects as they have in some instances gone forward to advanced training in higher institutions, and in others have gone into business.

"Related Subjects" Deserve Entrance Credit

It has been my privilege to meet many of those who have been former students of these subjects, both among groups which have gone to the higher institutions of learning and those who have gone into business. I have had, again and again, expressions of the most sincere appreciation for the service which these broader and more general subjects have rendered in the commercial scheme. To leave them out would be to rob the commercial course of its most vital principles. To deny to pupils who have been trained in these subjects the privileges of offering them towards satisfying in part the requirements for admission into college, would be to close for the pupils who have studied these subjects the doors of further educational opportunity. To refuse admission to those thus prepared, means denying to society the training of a class which would be able to render service of the highest order, in the evolution of our industrial and commercial life.

For all these reasons, commercial geography, economics, and commercial law should be continued in the commercial curriculum, and when they have given their training, this training should be recognized toward college entrance.

✣ ✣ ✣

Teachers' Certificates

SINCE the last announcement the following teachers have been awarded certificates of proficiency in Gregg Shorthand:

Mildred A. Morrison, Croswell, Mich.
Bettie Newcomb, Ada, Okla.
Mrs. Edythe Newell, Purcell, Okla.
Cecily K. Nolan, Superior, Wis.
Edna L. Paddock, Rutherford, N. J.
Clara A. Roeser, Fort Wayne, Ind.
Anna Shaw, Sarles, N. Dak.
Salma S. Silverberg, Fort Wayne, Ind.
Mrs. J. A. Starnes, Dallas, Tex.
Ruby E. Tolliver, Fort Wayne, Ind.
Selma Ulsaker, Lewistown, Mont.
Henry E. Weid, Kent, Wash.
Priscilla Whitehill, Denver, Colo.
Maye Wirth, Fort Wayne, Ind.
Mattie A. Bledsoe, Jackson, Tenn.
Morton S. Butler, Bridgeport, Conn.
Sister Mary Charles, Baltimore, Md.
Ada Belle Converse, Denver, Colo.
Sister Mary Delphine, Chicago, Ill.
Gladys Fares, Duluth, Minn.
Dorothea Forthmann, Holstein, Iowa
Alvina E. Gissler, Bruno, Minn.
Cecile I. Horlocker, Tekamah, Nebr.
Linnea Jernberg, Duluth, Minn.
Bessie Mae Lewis, Woodlandville, Mo.
Mrs. H. C. Long, Fort Worth, Tex.
Sister M. Luca, Chicago, Ill.
Sister Ruth Marie, Farmersville, Ill.
Gretchen McClure, Denver, Colo.
Raymond E. Meunier, Bridgeport, Conn.
Ruth Miller, Fort Wayne, Ind.
Kathryn Newcomb, Duluth, Minn.